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ABSTRACT

An evaluation was made of the Effective Schools Program (ESP) conducted by the Mid-Continent Regional Educational Laboratory (McREL) for the 1984-85 academic year. The ESP is a research-based program designed to foster self-sustained improvement efforts at the school building level, through systematic long term staff development including carefully planned training sessions designed to develop building level leadership teams consisting of teachers and administrators. The program is based on recent research related to effective schooling practices, educational leadership, organizational change, staff development, curriculum, and assessment. This report of the program evaluation consists of four sections containing: (1) a description of the ESP and a review of the research upon which the program is based; (2) a description of the evaluation design; (3) data results; and (4) a summary discussion. Among the results of the program evaluation was the major finding that ESP did have the hypothesized effects for all stages and levels of the program. More detail is given regarding effects on student achievement, building policies and practices, classroom behavior, student behavior, and participant knowledge of the school effectiveness literature. Seven appendixes, comprising over half the document, consist of various study instruments and data collection forms, including numerous charts and figures. A nine-page bibliography is also provided. (CB)

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AN EVALUATION OF THE McREL EFFECTIVE SCHOOLS PROGRAM (ESP) FOR THE 1984-85 ACADEMIC YEAR

Mid-continent Regional Educational Laboratory

November, 1985

SP 027 946

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INTRODUCTION

Mid-continent Regional Educational Laboratory's Effective Schools Program (McREL-ESP) is a research-based program designed to foster self-sustained improvement efforts at the school building level. This document reports the results of the efforts to evaluate McREL's Effective Schools Program during the 1984-85 academic year.

The report includes five sections. Section I contains a description of the ESP and a review of the research upon which the program is based. Section II describes the evaluation design. The results of the data are reported in Sections III and and discussed in Section IV. Instruments and data collection forms are reported in the Appendices.

The 1984-85 McREL ESP evaluation effort utilized all available data to document the programs effectiveness. Due to contractual agreements it is difficult to impose the expense of additional data collection upon school districts for the purpose of program evaluation. Therefore, McREL has had limited resources with which to perform an evaluation. Consequently, much data is qualitative in nature and in no case has McREL been able to utilize control group evaluation designs. However, given the breadth of data collected for the evaluation, McREL has been able to make some highly defensable inferences regarding the effects of the ESP on participants and students.

SECTION I
PROGRAM DESCRIPTION

The Effective Schools Program of the Mid-continent Regional Educational Laboratory (McREL-ESP) is a systematic long-term staff-development program which includes carefully planned training sessions designed to develop building-level leadership teams consisting of teachers and administrators. The program is based on recent research related to effective schooling practices. That is, McREL's ESP combines the research on effective teaching and instruction with the relevant literature on education leadership, organization change, staff development, curriculum and assessment.

This section contains: 1) a brief review of the research upon which the ESP is based; 2) a description of the intended goals of the program; 3) a description of how the program is delivered and 4) a description of the program activities.

REVIEW OF RESEARCH

Building Level Research. School level research on academic effectiveness continues to receive considerable attention. The phenomena of building level impact on student achievement have been carefully investigated for a number of years.

Recent work (Mullen & Summers, 1983; Muname, 1980; Rutter et al., 1979) has confirmed some of the earlier building-level findings of Coleman et al. (1966), Jencks (1972), and others. Static, quantitative variables such as building age, amount of equipment, per capita student expenditures, and years of teacher professional training appear to have a negligible effect on student achievement. In contrast, school effectiveness, as measured by student performance, is affected by contextual aspects of the building, and the content and focus of building activities. For example, the work of Baron and Shoemaker (1982), Rutter et al. (1979), United States Department of Health, Education, and Welfare (1978), and Edmonds (1982) suggests that student achievement is influenced positively by an overall safe, orderly, clean and predictable school environment. Other elements of a school's climate have been shown to be important as well. These elements include strong academic emphasis within the building, the amount of time scheduled for instruction, a consistently applied system for monitoring student performance, (e.g., Edmonds, 1982), and a reward system for student academic performance, (e.g. Rutter et al., 1979). Additionally, cooperation among a school's staff, positive attitudes regarding the school, and high expectations for students and teacher performance have been described as characteristics of schools where students achieve at higher levels (Armor et al., 1976; Berliner, 1979; US DHEW, 1978; Westbrook, 1982).

The role and behavior of the principal is another building level variable which has received significant attention in school-focused research. One of the most consistent findings in the research is that strong leadership exists in schools that foster high student performance (Armor et al., 1976; Averech et al., 1974; Baron & Shoemaker, 1982; Berman & McLaughlin, 1977; Brookover & Lezotte, 1979; Brophy & Good, 1970; California State Department of Education, 1980; Glenn, 1981; Levine & Stark, 1982; Mayeske et al., 1972; New York State Department of Education, 1974; Purkey & Smith, 1982; Trisman

et al., 1976; Venezky & Winfield, 1972; Weber, 1971). The importance of the principal's role in influencing school climate (Berman & McLaughlin, 1978; Young, 1980) and the other school characteristics mentioned above has been well established.

Classroom Research. The body of research which focuses on the classroom can be subdivided into several different areas. The most important of these includes teacher behaviors related to classroom organization, classroom management, instruction, attitudes and expectations. In addition, student behaviors have received considerable attention, along with such learning-related issues as time-on-task, engagement and success rates, and "Academic Learning Time," as well as learning styles (Berliner, 1979; Bloom, 1974; Fisher et al., 1978).

Similar to the findings at the building-level, the environment of the classroom has been shown to affect student learning. For example, classrooms with a climate which stimulates positive student attitudes toward learning, heightens students' confidence, and communicates a sense of student control over personal destiny can facilitate learning (Austin, 1979; California State Department of Education, 1980; Coleman et al., 1966; Fisher et al., 1978; Hamilton, 1982; Rutter et al., 1979; Squires, 1980; US DHEW, 1978).

The teacher's classroom organization and management strategies contribute greatly to such a contextual framework. Similar to findings at the building level, a sense of order and predictability is important in the classroom. This includes consistently enforced rules and procedures which are clearly defined and communicated (Evertson, 1980; Rutter et al., 1979). The amount of academic emphasis in classroom activities, (e.g., the relative amount of time spent on learning versus management tasks) is also related to student learning (Berliner, 1979; Fisher et al., 1978).

Classroom discipline and management of student behavior are also important factors. Teachers who are effective in stimulating student achievement are characterized as applying disciplinary procedures which are clearly defined in terms of acceptable or unacceptable behaviors. These teachers do not denigrate misbehaving students and make every attempt not to interrupt the learning process (Emmer and Evertson, 1979). Student learning is also influenced by strategies for beginning the school year, such as the teacher's choice of activities and topics during the first several days of school (Emmer and Evertson, 1979).

Another area of the classroom-focused research concentrates on teachers' organization and instruction and their relationship to student achievement. Lessons that are well-structured and organized and include the use of presentations, discussions, frequent reviews, academic feedback, and certain patterns of student groupings, are characteristics of effective teachers (Berliner, 1979; Good, 1981; Good and Grouws, 1979; Medley, 1977; Rosenshine, 1979). Behavioral techniques and teacher actions are also directly related to student achievement. These include high levels of teacher-student interaction regarding academics, the use of appropriate "wait time" for student responses and frequent eye contact (Cohen, 1981; Ramey et al., 1982; Stallings, 1982). Finally, effective teachers project certain attitudes and expectations. These teachers are cooperative, hold high expectations for themselves as well as their students, and provide positive reinforcement to

others (Armor et al., 1976; Berliner, 1979; Brookover et al., 1979; Edmonds, 1979; Rutter et al., 1979; Westbrook, 1982).

Curriculum and Assessment Research. Research has pointed out the frequent mismatch between curriculum materials and the standardized tests used to assess student achievement (Crock & Scott, 1982; Carlberg, 1980; Floden et al., 1978). The absence of a relationship between textbooks and standardized tests is an important concern when selecting texts and tests, interpreting test results, and when evaluating instructional programs. Effective curriculum is "aligned" through the matching of classroom instruction with instructional intents and assessment of student learning (Brock and Schott, 1982).

Finally, the extent to which the curriculum fosters the acquisition of higher level thinking skills is another variable relative to the effectiveness of classroom instruction. Research indicates that the academic tasks given to students dictate the level and type of learning for students (Doyle, 1983) and that most academic tasks presented to students do not foster high order thinking skills (Education Commission of the States, 1982). The implication is that for effective teachers there must be more emphasis placed on direct instruction of higher order thinking skills (Beyer, 1984).

Planned Educational Change Research. The literature on planned educational change is both voluminous and expanding at a seemingly exponential rate (Fullan, 1982; Glasen et al., 1983; Runkel and Harris, 1983; Van Meter, 1984). Consequently, no attempt to summarize it will be made here. There are some aspects of that literature, however, which are particularly pertinent to a systematic school improvement effort aimed at building and classroom level practitioners. These include descriptions of the generic stages of a planned change effort, the appropriate setting and effective means for stimulating planned change in schools, the nature and degrees of involvement of the various participants in the effort, and the basic character of planned change as a long-term endeavor.

The stages of planned change include: orientation or recognition of needs; the initial implementation of the change to fit the context; and evaluation of the change effort (Berman and McLaughlin, 1974, 1976, 1978; Berman and Pauley, 1975; Crandell et al., 1982; Farrar and Cohen, 1980; Fullan and Pomfret, 1977; Louis et al., 1981). Researchers have reported that the school is the logical unit for planned educational change (Brookover et al., 1979; Brookover and Lezotte, 1979; Hichman et al., 1983; Rutter et al., 1979). Further, a successful change effort requires a long-term commitment, which includes renewal activities (Hall and Loucks, 1977; Joyce and Showers, 1982).

The literature also describes the importance of participation by key educators in the change effort. The principal's leadership and participation are of critical importance to the success of planned change (Austin, 1981; Berman and McLaughlin, 1976; Corbett, 1982; Brake and Miller, 1982; Hager and Scarr, 1983; Kelly, 1980; Keys and Bartunek, 1979; Little, 1981; Nickolson and Tracy, 1982; Porter, 1980; Rosenblum and Jastrzab, 1980; Snyder, 1983; Williams, 1980). Further, several studies also describe the role of the building principal in relation to effective schools, student achievement and school climate (Berman and McLaughlin, 1978; Brookover and Lezotte, 1979;

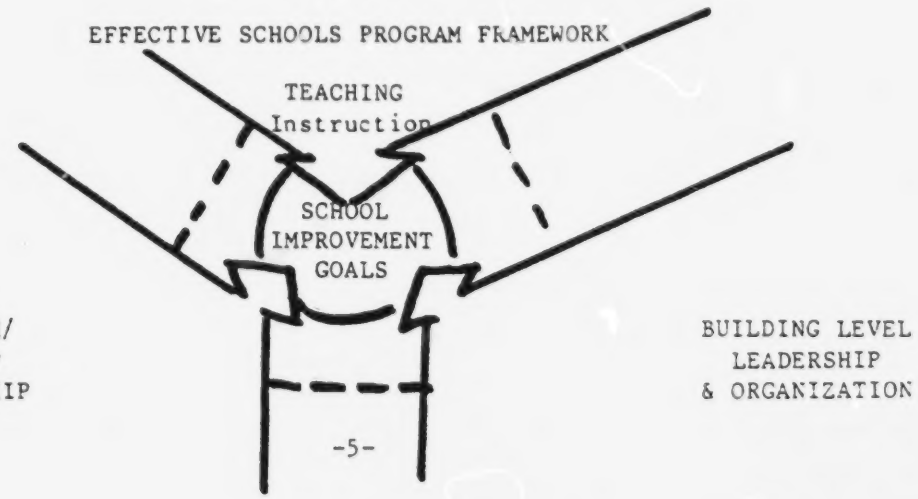
Ellett and Walberg, 1979; Hager and Scarr, 1983; Liethwood and Montgomery, 1982; Schneider, 1981; Snyder, 1983; Young, 1980).

The effect of superintendent and central office staff involvement in the planned change processes has also been reported (Keys and Bartunek, 1979; Runkel and Schmuck, 1974, 1976; Schmuck et al., 1975); their participation appears crucial to the success of any innovation (Heckman, Oakes and Sirotnik, 1983; Milstein, 1978). Finally, the literature suggests that participant planning and decision-making should accompany any change effort (Berman and Pauley, 1975; Klausmeier, 1982; Lawrence et al., 1974; Naumann-Etienne, 1974; Parish and Arends, 1983; Parker, 1980).

Research on Staff Development. Research shows achievement gains are associated with ongoing, systematic inservice training programs for teachers (Armor et al., 1976; Joyce and Showers, 1981; Trisman et al., 1976). Studies have shown that school-based staff development programs have a greater influence on teacher behaviors and attitudes than non-school-based programs. Similarly, inservice trainings are most effective when conducted at the individual school site (Henderson and Perry, 1981; Hersh et al., 1981; Joyce, 1981; House, 1974; Porter, 1980). It has also been found that inservice education can be an effective change intervention for bringing about school improvement (Berman and Pauley, 1975; Fullan and Pomfret, 1977; Harris, 1980). Research indicates that the content for an effective inservice should include an interpersonal relationship component as well as task or content components (Runkel and Schmuck, 1976; Schmuck et al., 1975). Effective staff development programs also include theory, demonstration, practice and coaching activities so that the implementation process is supported (Bird and Little, 1983; Joyce, 1981; Joyce and Showers, 1982).

The McREL ESP program attempts to organize all the major categories of the research cited above in a conceptual framework which guides the Effective Schools Program. That framework organizes the literature into three distinct areas: 1) Teaching and Instruction, 2) Building Level Leadership and 3) Organization, and Curriculum/Assessment Relationship. This framework is graphically portrayed below in Figure 1.

Figure 1



PROGRAM GOALS

The intent of McREL's Effective Schools Program is best described through the ESP goals; to provide successful learning opportunities to all students who attended school; and to develop and/or enhance a school improvement process to foster the development of cooperative, self-renewing improvement efforts guided by site-based leadership teams.

To accomplish these goals, the ESP has five basic objectives:

- help participants gain knowledge about the effective schools and teaching research
- help participants master diagnostic procedures to compare their school with the characteristics of an effective school, as described in the research
- help participants select alternative strategies to improve performance in areas of need indicated by the analysis of diagnostic procedures
- help participants implement the relevant strategies
- help participants develop an assessment system to document improvements in student achievement and other performance outcomes resulting from ESP activities

Meeting these objectives requires commitments from both the McREL and the school staffs. Through the ESP, McREL provides teachers and administrators with an orientation to the research on instructionally effective schools, and translates this research into clearly defined action steps so that improvements can be accomplished within the individual school settings. An initial step in the school improvement process is the development of the building level leadership teams. Each leadership team represents a school building within the district and is composed of the principal and four to eight teachers from that building. Teachers typically are drawn from the building's various grade, content, and specialist areas. Through the McREL-ESP, team members become leaders in fostering school collegiality, carrying out the tasks of identifying school goals and priorities, designing a leadership team, selecting activities which lead to increased effectiveness, and assessing their own progress in implementing changes.

PROGRAM DELIVERY

The McREL-ESP is delivered through four one-day workshops for building level teams. The workshop sessions are scheduled a month or more apart and usually occur in September, October, November, and February. Four half-day meetings are scheduled for administrator development; the meetings are conducted at intervals between September and May. Two days are scheduled for follow-up site visits at the individual school buildings. Site visits are scheduled for the Spring or Fall following the workshop sessions at the request of the building teams. During site visits McREL staff members provide additional support materials, act as coaches for team members, and assist teams in implementing their leadership plans for school improvement.

The content of the leadership team training sessions integrates the three areas of research within the conceptual model portrayed above. Five major topics are addressed in the ESP training sessions commonly referred to as "workshops:"

- o Teaching and Instruction
- o Building Level Leadership and Organization
- o Curriculum/Assessment Relationship
- o Facilitation and Change
- o Planning

These topics are covered through a series of 25 program activities. While there is some variation from site to site, the schedule of activities listed below is generally followed:

Session I

Activity 1: Introduction, Data Collection, Materials Dissemination
Activity 2: Introduction to Research and Development
Activity 3: Overview of the Literature on School and Classroom Effectiveness
Activity 4: Orientation of the Effective Schools Program
Activity 5: Time in Schools
Activity 6: Building Level Leadership and Organization
Activity 7: Introduction to Curriculum/Assessment Relationship
Activity 8: The Change Process in Schools: Your Leadership

Session II

Activity 9: Debriefing the Results of the School Improvement Questionnaire
Activity 10: Effective Instruction
Activity 11: Classroom Organization and Management and Beginning the School Year
Activity 12: Coaching and Communication: Building Support Systems
Activity 13: Action Planning: Preparing for Change

Session III

Activity 14: Debriefing Time Data
Activity 15: Developing the Academic Efficiency Index
Activity 16: Discipline: Reducing Disruptions
Activity 17: Expectations: The Subtle Difference
Activity 18: Motivation
Activity 19: Curriculum Alignment Diagnosis, Assessment, and Instructional Management
Activity 20: Planning: The Next Step

Session IV

Activity 21: Overview: Higher Order Thinking Skills Development
Activity 22: Summary of the Pieces: Putting It All Together
Activity 23: Team Building and Cooperation

Activity 24: Developing the Leadership Plan
Activity 25: Wrap-up: This Is Just the Beginning

Below is a brief narrative description of the coverage of the five topics.

Teaching and Instruction. A key concept within the teaching and instruction topic is the effect of teacher expectations on student performance. Other topics include task analysis, instructional strategies, instructional models, classroom management, student management, reinforcement, motivation, and diagnosis of student needs.

Building Level Leadership and Organization. This area draws on the research that describes characteristics associated with school effectiveness at the building level, e.g., building leadership, school climate, school organization, building goals, collegiality and parent involvement.

Administrator development is also a unit within this topic area. The administrator-training sessions focus on the roles of the building principal. Building administrators assess their own behavior in an attempt to identify personal characteristics consistent with those of effective building leaders. The McREL-ESP provides techniques through which administrators determine how they spend their professional time, and how building staff members perceive the principal's actions.

Curriculum/Assessment Relationship. Key concepts in this area include test content analysis, test result analysis, curriculum alignment, textbook content analysis, test-taking skills and higher order thinking skills. The Content Determination Research Project and the Curriculum Alignment Project are shared as alternative ways of looking at curriculum and assessment. Team members examine tests to determine the content areas measured and then align their instruction with those areas. Participants also acquire skills to determine which content areas should be taught, the materials needed to teach each content area, the alignment of content areas and various measures used to evaluate the level of student achievement.

Facilitation and Change. Within this topic area, team members gain an understanding of their roles as leaders in the planned change effort in their schools. They learn about barriers to school change, effective listening techniques, conditions for creating change, cooperation, and collegiality. By becoming "coaches" for other staff members, team members model behaviors necessary for successful change. The McREL-ESP objective relative to this area is that team members, as leaders, realize that effective communication and collaborative participation in change activities are essential to school improvements. The leadership team guides implementation with that realization in mind.

Planning. Following data collection efforts, building teams develop a leadership plan to address the team's leadership role during the improvement process. The team members describe the present state of their efforts and the team and school goals to be accomplished in one year. To reach these goals, the team determines manageable improvement steps, and includes these in the plan. The team plans are systematically designed to provide a base for leadership decisions regarding the projected changes. The key issue here is that the team writes a plan for its own work, not a plan for the entire

school faculty. If the team determines that a building-wide, school improvement plan is important, team members design activities to include the entire faculty in the development of that plan.

PROGRAM ACTIVITIES

Throughout the ESP McREL staff has a role similar to that which Crandall (1982) calls the "total change agent." The total change agent maintains a long-term, comprehensive relationship with the local educational agency as it passes through the phases of growth. The role of the agent varies from time to time, and is responsive to the sometimes idiosyncratic nature of various schools and districts. The total change agent is also responsive to the various stages of change within a school or district. During the ESP, McREL staff monitor a number of distinct phases:

1) Orientation. During initial communications, McREL staff members meet with key decision-makers in the district. At this time, a variety of strategies are used to share information such as presentations, meetings, and written documents. In most cases, a McREL staff member presents an overview of the research on instructionally effective schools, and provides suggestions regarding possible future activities in which district personnel might engage. The key issues during this orientation phase include establishing local commitment and ownership, and providing a professional perspective or atmosphere in which educators with varying kinds of knowledge and expertise can join together to work toward a common goal. This perspective differs from a strictly consultive arrangement because each "player" -- McREL staff member, central office administrator, board member, building level educator -- is perceived to bring expertise and information to the effort. This sets a framework for the next phase.

2) Program Planning. After the orientation phase, McREL personnel and school district representatives engage in joint planning. The meeting schedule, participant selection, material development, and assessment activities are examples of the topics addressed by the planning team. The key issue in joint planning is the melding of the McREL-ESP requirements with the individual needs of each district. Thus, negotiation becomes a natural part of planning discussions. For example, the McREL program specifies that leadership teams represent individual school buildings and that they must include the principal as a team member. Nevertheless, some districts might have two buildings run by only one principal. The issue is discussed by the planning team and a decision is jointly reached.

It is important to note that there are some McREL-ESP requirements which are not negotiable due to their importance. These requirements include:

- Team size must be fewer than nine - eight teachers and the principal. Leadership teams and large committees are not the same. Too large a group cannot develop the unity needed to carry out leadership functions.

- Central office support is essential. A single school building staff wanting to participate without the support of its central administration has little chance of carrying out the changes which are necessary to produce results. Questions of

curriculum, testing, grading and evaluation are examples of critically important program topics which are not specific to individual buildings.

- o Leadership development training days must be spaced four to six weeks apart. Participants use time between sessions to reflect, implement suggested activities, assess needs and observe instruction. On the other hand, too much time (for example, a summer) interferes with the momentum of the team's development.

- o A maximum of fifty participants attend each leadership team training session. The interactive nature of activites and the need for group discussion demand the total group remain a manageable size.

- o Leadership team members must administer the assessment instruments designed by the Laboratory as part of the Effective School Program. Assessment is an integral part of all aspects of the program and cannot be avoided.

- o The leadership team membership must remain constant. Team members must attend all the sessions unless an emergency interferes, in which case, no substitutions are made. The unity of the team is again the issue.

3) Leadership Development. Unlike a "trainer of trainers" approach to school improvement, the core of the McREL-ESP approach is the development of building leadership teams. Leadership development differs from "trainer of trainers" in that the participants are never expected to reproduce or duplicate the training in which they have participated. Instead, the team develops or enhances its leadership skills so it can guide site-specific efforts to implement the research on instructionally effective schools and classrooms. The McREL-ESP approach to this leadership includes:

Information Presentations. These activities are used to establish a common understanding of the literature base for effective schooling. Common knowledge about the content is essential for any decision-making team.

Demonstrations. The McREL staff member models various leadership behaviors for the teams. Problem-solving, decision-making, supervising, "coaching" and team building are included. Additionally, the McREL presenter demonstrates the use of instructional methods, observation techniques, and other strategies for implementing strategies.

Feedback. Just as teachers need feedback while trying to enhance their instructional skills, the leadership team members need feedback as they carry on their work. The McREL-ESP staff members act as a sounding board, by planning with, talking with, and giving feedback to leadership team members.

Planning. Planning is a key component of the ESP program. It is important to note that leadership teams do not develop a

school-wide, school improvement plan. Instead, they may opt to include as part of their plan an objective to develop a school-wide plan. The first activity under such an objective would be to obtain the involvement of the rest of the building staff members.

Facilitation and Team Building. A school's sense of collegiality can be created or enhanced by the actions of the leadership team. The McREL-ESP staff members present suggestions and disseminate resources for the teams to use with their full faculties to build a team approach to change and growth.

4) The Long-term Relationship. McREL's relationship with ESP participants continues from one to five years. During the first year, which is basically an assessment, planning, and leadership development year, the Laboratory staff members guide the process and are directive in choosing the topics and activities which are addressed by the leadership teams. Following that first year, the McREL role changes and the McREL staff members become resource/support personnel who are responsive to directions and requests from the school teams. For example, in this role the staff member visits schools, meets with veteran teams in review sessions, provides feedback to plans and activity reports, connects teams from different districts who share mutual concerns, and disseminates research and resource materials which are pertinent to the plans and activities of each leadership team.

The key issue of the long-term relationship is the establishment of a continuous feedback/resource support system. The support system provides the leadership teams with a mechanism through which evaluation, renewal and revision activities can be developed. These activities are critical elements in the effort to obtain successful, long-term improvement.

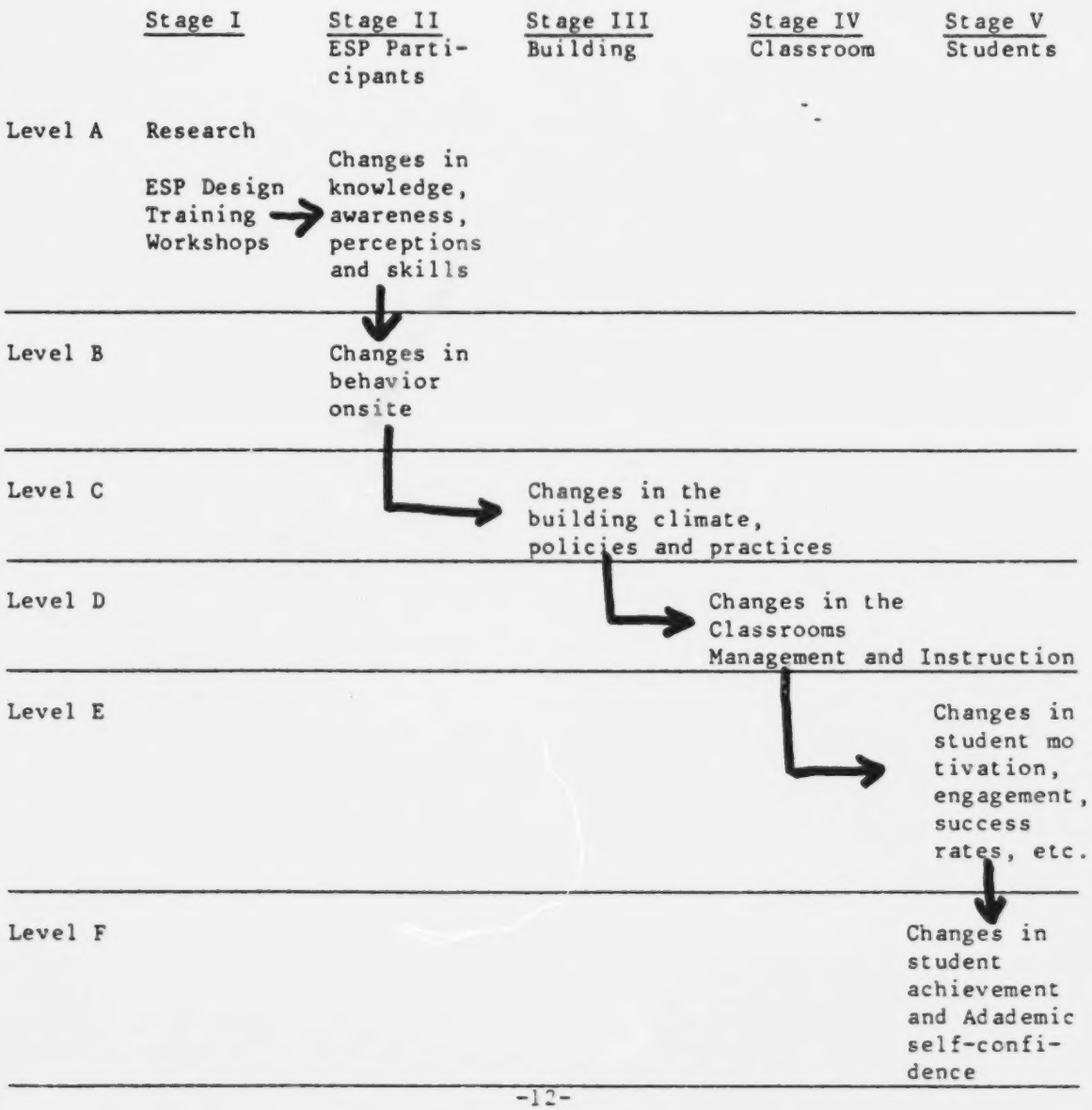
SECTION II

EVALUATION DESIGN

As described in the Interim Report, the evaluation of the McREL Effective Schools Program is based on a linear model of differentiated effects to various groups within a school or district. That model is presented in Figure 2.

Figure 2

McREL-ESP
Hypothesized Effects



As indicated in Figure 2, the ESP is hypothesized to have a layered effect. The stages in Figure 2 represent the different groups affected by the ESP. The levels represent the different types of change within those various groups.

The evaluation of the ESP was designed around the stages and levels depicted in Figure 2. More specifically, the ESP evaluation can be conceptualized as encompassing seven different components.

Stage I:	Level A:	The design of the training workshop
Stage II:	Level A:	Changes in knowledge, awareness, perception and skills of participants
Stage II:	Level B:	Changes in participant on-site behavior
Stage III:	Level C:	Changes in building climate, policies and practices
Stage IV:	Level D:	Changes in classroom management and instruction
Stage V:	Level E:	Changes in student motivation, engagement, success, etc.
Stage V:	Level F:	Changes in student achievement and academic self-confidence

Section III of this report describes the results for all components described above except for Stage I, Level A. The evaluation for that component would necessarily focus on the extent to which the McREL Effective Schools Program incorporated current research and theory on effective schooling. Section I of this report contains a brief review of that research and theory base. However, that review should be considered only as an executive summary of the research and theory base of the McREL Effective Schools Program. The four years prior to the 1984-85 academic year saw extensive efforts to compile and organize the effective school literature and involved many nationally known leaders in the effective school movement. Consequently, for the purposes of this report the assumption is being made that Stage I: Level A has received a thorough evaluation in previous years.

Figure 3 contains a summary of the stages and levels involved in the 1984-85 evaluation along with the evaluation questions and data collection techniques.

Figure 3

STAGE	LEVEL	EVALUATION QUESTIONS	DATA COLLECTION
II ESP PARTICIPANT	A Changes in ESP participant's knowledge, awareness, and perceptions	Do participants demon-demonstrate an increase in knowledge?	Cognitive Pre/ Post Tests
		Do participants feel the training was beneficial?	Workshop Evaluation Form
	B Changes in ESP participant's behavior on site	Do program participants use the skills and strategies after the training?	Leadership Plans Interviews
III BUILDING VARIABLES	C Changes in building climate, policies and practices	To what extent are the staff members from the schools involved in the ESP engaged in a school-wide improvement effort?	Site Visit Interviews
IV CLASSROOM VARIABLES	D Changes within classrooms	Do staff members utilize the school improvement techniques designed to affect classroom variables	Site Visits Interviews
V STUDENT VARIABLES	E Changes in student motivation, engagement and success	Have the applications of ESP techniques caused improvements in student motivation, engagement and success?	Interviews
	F Changes in student achievement	Has student achievement increased?	
		Has inequity of effectiveness decreased?	Informal

DATA COLLECTION

Although the data collection techniques mentioned in Figure 3 are described in depth in their respective subsections of Section III of this report, below is a brief description of each technique:

COGNITIVE TEST OF PARTICIPANT KNOWLEDGE

McREL uses pre and post cognitive tests to assess participant knowledge of the research and theory presented in the ESP. The specific knowledge measured in the test focuses directly on information available in the McREL Quality Schools Folios (See Appendix A).

McREL ESP WORKSHOP EVALUATION FORM

To assist McREL staff with efforts to refine and improve the ESP training program, workshop evaluation forms are completed by each participant. This form seeks participant opinions concerning workshop quality, significance and content. The form also asks their opinions of the quality of the presentations, materials, opportunities for feedback and various logistical issues. The completed forms are received at the conclusion of each of the four training sessions (See Appendix B).

LEADERSHIP PLANS

At the conclusion of the training sessions, team members are requested to develop a one-year program for implementing the effective schools research within their school district. McREL staff meet with the planning team to set objectives, schedules and activities. The teams are asked to submit the completed plan to McREL for feedback and analysis; however, this is voluntary.

SITE VISITS

To assist school teams with plan implementation, McREL staff provide two follow-up site visits. During these visits, observations are conducted to determine the extent to which changes relative to the effective schools variables have occurred, and assistance is provided through coaching, modeling and dissemination of relevant materials. Conferences are held with the school teams following the visit to provide feedback and to assist with team concerns.

INTERVIEWS

To determine the intermediate and long-term effects of the ESP training, a follow-up phone interview was conducted with previous participants. The respondents were asked specific questions concerning changes in behaviors, practices and policies and if these changes are a result of the ESP training. The interview also include questions regarding changes which have occurred within classrooms, and the impact this has had on students and student achievement. The respondents were also asked to rate the ESP's overall effectiveness.

ACADEMIC EFFICIENCY INDEX (AEI)

The AEI instrument enables participants to develop an estimate of the efficiency of instructional time. Two sub-instruments, the Classroom Observation Worksheet and the Academic Efficiency Worksheet are used as recording devices. Observers and team members record the amount of time available and the use of that time during the school day. The AEI provides formulas to estimate the percentage of the school day that students are engaged in academic activities, and can be utilized repeatedly to determine longitudinal increases in engagement rates (See Appendix C).

DESCRIBING YOUR SCHOOL'S CHARACTERISTICS (DYSC)

The DYSC is a questionnaire designed to measure teachers' and principals' perceptions of the characteristics that describe their school. Statements associated with the effective schools research are included in the questionnaire. Respondents then indicate whether they perceive each statemen to be true for their school. The statements are followed by a five point response scale ranging from always true to never true. The 63 items are grouped into seven clusters or categories relative to the effective schools research. The items are computer scored and average scores are obtained for

each cluster. The average cluster scores from all the teacher questionnaires are compared to the average cluster scores from all the administrator questionnaires. The final results are returned to the school along with an explanation of their meaning (See Appendix D).

SUBJECTS

There were ten sites used for the 1984-85 ESP evaluation. They are listed below along with approximate training days.

ESP TRAINING SESSIONS
1984-1985

Anakenny, IA	9/84	10/84	1/85	3/84
Cedar Rapids, IA	8/84	10/84	2/85	4/85
Cylinder, IA	9/84	10/84	3/85	4/85
Detroit, MI	3/85	4/85	5/85	8/85
Emporia, KS	10/85	11/84	1/85	3/85
Ft. Madison, IA	11/84	1/85	2/85	3/85
Liberty, MO	10/84	12/84	1/85	3/85
Nebraska ESU, NE	9/84	10/84	2/85	4/85
Sioux Falls, IA	10/84	2/85	3/85	5/85
Winfield, KS	10/84	11/84	1/85	3/85

These districts represent urban, suburban, and rural populations. Each training is usually conducted with teams of 35 teachers and administrators; however, in some cases trainings are conducted with as many as 50 participants. Hence the 1984-85 evaluation was based on data from ten districts which encompassed over 350 teachers.

LIMITATIONS

As alluded to in the introduction to this report, there were many constraints on and limitations to the ESP evaluation.

First, like most complex change programs, the ESP has diffuse goals and objectives. The cumulative effect of the series and interactions that represent complex training events is dependent upon the change in variables which the program affects indirectly. Due to the complexity of the change environment, the program is only one of a myriad of factors influencing the knowledge, perceptions, beliefs and behaviors of participants. Therefore, the direct affects of the ESP is only one factor influencing the ultimate change in classrooms and buildings. Because of this complexity, we did not nor could not experimentally isolate the intended effects of the ESP. Rather, we recognize that positive changes and interesting patterns of effect

may be "contaminated" and/or diluted by non-ESP occurrences. Additionally, some effects may not be captured by our assessment instruments. Our solution is to examine the weight of available evidence across sites and measures. That is, we seek to show that despite the variability of contexts, certain effects and changes appear most or all of the time in ESP training sites.

A second constraint on evaluating the ESP is McREL's desire to refrain from placing too great a response burden on participants. Assessment requirements of the program itself, probably approach participants' upper limits of tolerance. They are "paying customers" in most cases, and are not always amenable to providing data not needed for the training. For this reason, the 1984-85 evaluation relies on the data produced through training rather than on additional data gathered solely for evaluation purposed. In addition, we use an unbalanced matrix, pre-experimental sampling design; each of the data sources used is available from only a subsample of sites, selected in part on the basis of their willingness to provide the information we need. As this data is provided voluntarily, it is also important to assure anonymity whenever possible. Again, we rely on weight of evidence, or triangulation, rather than a pure experimental effect, to inform us about what the ESP is accomplishing.

An additional feature of the program reinforces the choice of a non-probability sampling approach; that is, the treatment or intervention is fluid, and in some respects, changeable. Trainers intentionally adapt their efforts to the idiosyncrasies of sites and participant groups, rather than treating all sites the same. Within bounds, the trainers differ in the approaches they use, emphasizing those they do best. The program itself is tailored to the needs and goals at each site; essentially, each site receives a custom program. And, the ESP is constantly evolving to accommodate and/or capitalize on new research findings, newly-discovered training approaches, new areas of interest. Therefore, the available instruments techniques are used according to their appropriateness at any given site.

SECTION III
RESULTS

In this section are presented the results from the six stages and levels described in Section II as components of the 1984-85 ESP evaluation. Each stage and level is discussed separately.

STAGE II: Level A

The evaluation questions for Stage II: Level A are:

> Do participants demonstrate an increase in knowledge as measured by a cognitive test?
>
> Do participants feel the training is beneficial?

These are discussed separately below:

Do Participants Demonstrate an Increase in Knowledge?

Data for this evaluation question was gathered using a "cognitive test" or questionnaire. The questionnaire was developed to assess the amount of knowledge related to classroom research that participants had before and after the training series. The specific knowledge included in the questionaire focuses directly on information available in the McREL Quality Schools Folios on Time, Instruction, Discipline, Beginning the School Year, Motivation, and Expectations. Since the ESP training is much broader and comprehensive in scope than are the Folios, the questionnaire is perhaps best understood as a measure of comprehension of the Folio contents.

Every ESP participant trained during the 1984-85 school year was given a cognitive test covering information presented in the folios. The distribution of respondents having both pre and post scores is presented below:

Distribution of Respondents Having Both
Pre- and Post-training Tests by Training Site

Site	Number Respondents
Emporia	24
Fort Madison	23
Liberty	32
Winfield	9

The tests were given during the first and final workshop sessions, and were coded with the participants' names or self-selected codes so each participant's pre-test and post-test could be matched. The answers to the Pre-Workshop and Post-Workshop Questionnaires were scored as incorrect or correct using a key developed by the ESP trainers.

The results for the pre/post comparison using a two-tailed, t-test for dependent groups are presented below:

	PRETEST	POSTTEST
(N=88)		
HIGHEST SCORE	21	27 (points possible=38)
LOWEST SCORE	0	5
RANGE	21	22
MEAN	9.13	16.83
STANDARD DEVIATION	4.35	6.26
STANDARD ERROR	.46	.67
	DEPENDENT t-TEST	
(one-tailed)		
MEAN DIFFERENCE	7.67	degrees of freedom=87
STANDARD DEVIATION OF DIFFERENCE	6.11	d =.01 critical value=2.39
DIFFERENCE	.65	
t-STATISTIC	11.8	

As indicated above, a highly significant difference between the pre-test and post-test scores was found. The critical t-statistic was significant at the 99% confidence level providing strong evidence of a substantial increase in participants' knowledge. This demonstrates an increase in knowledge on the part of participants from the first to the final ESP workshops. In effect then, the answer to the first evaluation question appears to be "Yes-participants do demonstrate an increase in knowledge."

As indicated above, these results are based on responses from four districts only. Difficulties in obtaining results include: two districts could not be scored because participants did not identify themselves on pre and post tests; three districts changed (corrected) answers following trainer feedback and were, therefore, invalid.

Following are some suggestions for continued use of the cognitive test.

1) Complete an item analysis on the new test items. Select the items which best discriminate between the most knowledgeable and least knowledgeable. Attempt to keep internal consistency between .80 and .90.

2) Participants should be provided with corrective feedback about their responses as quickly as possible after the post-test. Again this models behavior which the ESP is designed to encourage. However, to obtain comparative scores, participants should be encouraged to identify their tests and to keep their answers intact.

Do Participants Feel the Training Is Beneficial?

For the above evaluation question, Workshop Evaluation Forms were used (Appendix B). More specifically, following each training session, participants were asked to complete an evaluation form designed to assess the workshop's strengths and weaknesses. Participants were asked to rate (5=Excellent; 1=Poor) the effectiveness of the following workshop components:

-Activities/Presentations
-Materials
-Opportunities for Participation
-Opportunities for Feedback
-Organization
-Usefulness of Information
-Relevancy of Information for the Organization
-Usefulness of the Workshop, Personally

In addition, participants were asked to suggest improvements and to comment on strengths and weaknesses of the workshop.

Participant Ratings of Workshop Sessions

The training sessions were rated very highly by participants. As indicated in Figure 4 below, the average rating across all districts and sessions was 4.20. Only 7 out of 24 sessions were rated below an average of 4.00. The variation across districts and sessions was small with the lowest average rating for any session being 3.83, the highest being 4.69.

Figures A through E in Appendix E show the average ratings for each aspect of the workshops, by district and session. For example, for the Detroit Public Schools (Figure A), participants gave high ratings to all aspects of each workshop session. Participants felt that the activities, materials, and organization were very good (4.47, 4.73, 4.43); that the opportunities for participation and feedback were quite good (4.47, 4.46); that the information was extremely useful and relevant (4.87, 4.68); and that in general the workshop was quite useful to them personally (4.58). Figures B through E show similar results for the other five districts.

Figure 4

'84-'85 ESP Training Evaluations x District and Session
N = 5,633*

	Session I	Session II	Session III	Session IV	TOTAL
Detroit	4.69	4.38	4.54	4.69	4.58
Emporia	4.13	3.83	3.99	3.88	3.96
Ft. Madison	4.37	4.46	4.51	4.64	4.49
Liberty	4.24	3.94	3.99	4.11	4.07
Sioux Falls	3.98	3.73	4.35	4.49	4.17
Winfield	4.18	4.00	4.00	4.17	4.08
Total	4.28	4.07	4.18	4.27	4.20

*Excellent = 5; Poor = 1

Perceived Strengths and Weaknesses of the ESP Training Sessions

The workshop evaluation form asked participants to suggest improvements in workshop design and to discuss the workshops' strengths and weaknesses. Figures A through F in Appendix F provide district summaries by training session of participants' suggestions for improvement and their perceptions of the workshop's strengths and limitations. A discussion of these suggestions and comments follows.

1. Perceived Strengths of the Training Sessions

Across all districts and sessions, participants identified the richness and extensiveness of the information provided as the major strength of the workshops. General examples mentioned frequently included models, strategies, and research findings. More specific examples included the information on discipline, motivation, instruction, time management and assessment, Student Team Learning, expectations, and coaching. Other frequently listed strengths included:

-quality and positive attitude of presenters
-opportunities for sharing and interaction
-reaffirmation of ideas and practices already in place

2. Perceived Weaknesses and Suggestions for Improvement

Across all districts and sessions, the major weakness perceived by participants was related to time limitations. Participants felt that there simply wasn't enough time to absorb the extensive amount of information in the short time provided. They also felt a need for more discussion, sharing, and interaction. Other perceived weaknesses included problems with the organization of some of the materials and handouts, quality of some of the visuals, and a need for more directions and "how to" suggestions. Some participants felt a need for more clarity around program purposes, outcomes, and expectations.

3. Other Participant Comments

Figures A through F in Appendix G list other participant comments about the workshop sessions. The comments are both general and specific, and cover a wide range of topics, some of which address district-specific issues that are not under the control of ESP trainers. As a rough measure of the direction of these data, each comment was assigned one of the following ratings:

+ = positive, re. ESP
0 = neutral/not applicable
- = negative, re. ESP

Figure 5 summarizes these data across districts and sessions. Overall, there were 75 positive comments suggesting the usefulness of, or appreciation for, the workshops; 32 neutral or non-applicable comments; and 44 comments suggesting changes/improvements in workshop design or implementation.

Figure 5
Positive, Neutral, and Negative Nature
of Other Comments

	Session I	Session II	Session III	Session IV	TOTAL
Detroit					
positive	2	1	1	2	6
neutral	0	1	0	3	4
negative	1	0	2	1	4
Emporia					
positive	6	1	3	4	14
neutral	4	3	1	2	10
negative	5	3	0	3	11
Ft. Madison					
positive	5	4	3	5	17
neutral	2	0	0	1	3
negative	1	0	0	3	4
Liberty					
positive	6	2	3	3	14
neutral	7	0	0	0	7
negative	6	4	4	5	19
Sioux Falls					
positive	1	0	1	4	6
neutral	1	0	0	0	1
negative	0	2	0	1	3
Winfield					
positive	8	0	1	4	6
neutral	3	0	0	0	1
negative	1	2	0	1	3
Total					
positive	28	9	15	23	75
neutral	17	5	1	9	32
negative	14	11	6	13	44

In summary, participants expressed very positive perceptions of the ESP training workshops. The following aspects of the sessions were rated very highly:

-Activities, materials, and organization
-Opportunities for participation and feedback
-Usefulness and relevancy of the information

The major perceived strengths of the workshops were the quality of information and materials provided, the presenters, the opportunities for sharing and interaction, and the reaffirmation of ideas and practices already in place. The major weakness was the time limitation, in light of all of the information to cover, particularly as the limits impinged on opportunities

for discussion and interaction. Other participant comments provided very positive perceptions of the program and its activities, useful suggestions for future workshops, and great enthusiasm for the program's potential for improving schooling at the building and district levels.

STAGE II: Level B

The effective schools research on the related materials provided during workshop sessions enables participants to increase their knowledge of effective school characteristics. However, the acquired knowledge must be applied toward the existing school environment so that further behavior change can occur. Such change occurs at Stage II: Level B. The evaluation question for this stage and level is:

-Do program participants use the skills and strategies after the training?

The long-term development plans, called "Leadership Plans," served as the data to answer this evaluation question. Leadership Plan development demonstrates participants' ability to state and implement building-level improvement strategies. Following training the McREL trainer meets with the leadership teams to assist with goal and objective development. As a result of this meeting a leadership plan is developed by each team for the purpose of operationalizing and sharing the information they gained during the workshops with the rest of the building staff. Eight Leadership Plans 1984-85 sites were available. These plans were evaluated to measure the initial changes in on-site behavior.

Each plan was reviewed by three McREL staff members and was analyzed for inclusion of the characteristics listed below. For each characteristic the following rating scale was used: 0 = no evidence of characteristic; 5 = clear evidence of characteristic.

1. Is the purpose of the plan clearly stated or implied; i.e., the purpose addresses the teams' leadership role by describing manageable steps to improvement which they can facilitate in their school?

2. Are the goals (or where they want to be as a team in Spring 1986) clearly stated?
3. Are the goals consistent with the information presented during the ESP workshops? This information includes assessment data collected during the ESP as well as the discussion of the effective schools research.

4. Are the activities specifically stated and related to the goals?

5. Are the criteria for determining when the goals have been reached specifically stated?

6. Could the plan be used by a McREL trainer during a 1985-86 site visit to provide feedback about progress to the team?

The average characteristics scores and the average overall scores were calculated for each plan and the entire set of plans. The results of these analyses are reported below.

CHARACTERISTICS

		1	2	3	4	5	6	Total Mean Per Plan	
	A	3.33	3.00	3.33	1.33	0.00	1.33	2.05	
	B	4.00	4.33	4.66	3.66	1.33	4.00	3.66	
P	C	2.00	2.66	2.00	2.66	1.00	2.00	1.88	
L	D	5.00	4.66	4.66	5.00	4.66	5.00	4.83	
A	E	0.00	0.33	0.33	1.00	0.00	0.00	0.28	
N	F	4.66	3.00	3.33	4.00	3.33	3.66	3.66	
S	G	2.66	3.33	3.66	4.33	3.00	3.33	3.39	
	H	2.66	4.00	4.00	3.00	2.00	4.00	3.27	
Overall Mean.		3.04	3.04	3.25	3.12	1.92	2.92	2.88	Overall Mean for Entire Set

These results indicate that the leadership plans received were of mixed quality. The total mean for Plan D equalled 4.83. This plan showed substantial evidence for each characteristic. In contrast, the total mean for Plan E equalled 0.28. This plan provided little or no evidence of the target characteristics. Of the remaining plans, the average total scores for Plans A and C indicate low quality whereas the average total scores for Plans B, F, G, and H indicate higer quality.

To further study the leadership plans the six target characteristics were rank ordered in terms of their frequency of inclusion in the leadership plans. This rank ordering is presented below.

	Rank Order	Description	Overall Mean
Low	1	Criteria for reaching goals	1.92
	2	Enables trainer feedback during site visit	2.92
	3.5	Clearly stated purpose	3.04
	3.5	Goal completed date (clearly stated)	3.04
	5	Clearly stated goal-related activities	3.12
High	6	ESP related goals	3.25

Overall mean scores for each characteristic and the overall means for the plans are lower than expected due to the poor quality of Plan E. However, these scores provide information concerning the areas in which schools may need planning assistance. These results do not include all ESP sites and consequently are probably not representative of all schools. It is suggested, however, that:

1. Low ranking characteristics be emphasized in the development of future leadership plans;
2. Leadership plans be more structured while still allowing for flexibility in content;
3. Leadership plans be used to structure site visits which occur during the year for which the plans are written. This provision of

feedback should help schools decide which expectations were realistic and which were not.

FOLLOW-UP INTERVIEWS

In addition to the leadership plans, follow-up telephone interviews were conducted to evaluate Stage II: Level 3. These interviews were also used to evaluate other stages and levels (see Figure 3).

Prior to conducting the interviews a stratified random sample was selected from a list of all schools completing the ESP training, not just those who participated in the training during the 1984-85 academic year. It was intended that both principals and teachers would be selected from this sample. However, due to the hectic schedule of classroom teachers, the interviews were conducted only with principals. Forty principals were contacted. The interview consisted of a series of questions designed to obtain data relative to specific stages and levels. One of those questions was specifically designed for Stage II: Level B:

-Has your team developed a long-term building level improvement plan?

Of the 40 responding principals 80% indicated that their leadership team had developed and were actively implementing improvement plans. This was interpreted as an indication that the ESP effects are multi-year longitudinally.

STAGE III: Level C

The purpose of the Stage III: Level C evaluation was to determine the effects of the McREL ESP at the building level. The evaluation question for this stage and level was:

-To what extent are the staff members for the schools involved in the ESP engaged in a school-wide improvement effort?

Data for this evaluation question was gathered using site visits and follow-up interviews.

Site Visits are conducted after the four full-day Leadership Team training sessions. Since the ESP training sessions are scheduled over an entire academic year (Year One -- Development and Planning), site visits take place in Year Two (Implementation) after team members have had an opportunity to plan and begin ESP implementation activities. The visits occur at the building team's request, which allows each team the flexibility to plan for change at a pace that is appropriate to their school. For some teams, site visits occur at the beginning of the school year as "back to school" activities are planned. Other teams prefer to wait until they have had a chance to start the new school year. They then invite in the McREL staff.

Each site visit is unique to the particular needs of the host school. During the site visit, the relationship of the Laboratory staff to the Leadership Team is supportive. The McREL visitor provides feedback to the team by answering questions concerning implementation strategies, clarifying issues, and providing additional research information.

Following the first year of training, the McREL staff members become resource/support personnel who are responsive to directions and requests from the school teams. Building a long-term relationship between McREL staff and the teams to establish a continuous feedback and resource support system is an integral part of the McREL ESP. That system provides the Leadership Teams with a mechanism through which evaluation, renewal and revision activities can be developed and shared. Those activities are critical elements in successful long-term improvement efforts.

Site Vist Synthesis

During the 1984-85 school year, follow-up site visitations were made to the previous year's school districts involved in McREL's Effective School Program. As previously mentioned, site visits occur at the request of the Leadership Team. Few Leadership Teams from 1984-85 requested site visits during the Fall of 1985; most will request site visits in January, 1986. However, one district's teams did request a visit to their schools; a summary of that visit follows.

Within the district seven schools were invited to participate in the McREL ESP. These schools had reported low achievement scores. Site visits to these schools were conducted in November, 1985. In most schools, the leadership team was engaged in involving the entire staff in the ESP effort. Through the use of various McREL ESP instruments, i.e., the Instructional Leadership Questionnaire and the Describing Your School's Characteristics questionnaire (DYSC), Leadership Teams were able to determine areas of staff concern. One of the biggest changes described to the McREL visitors was the building of a "team effort" or comradery among faculties. The opinion was expressed that faculty members felt as though they had input into the school plans and that they could support the efforts undertaken.

During the visit to one school within the district, the McREL visitor perceived a positive school climate. Student work was displayed in the hallways which were clear of furniture and equipment. The building was clean, pleasant and showed an academic focus by exhibiting academic awards. After the McREL visitor interviewed the leadership team it became evident that the team had concentrated on the following building goals for 1984-85 in keeping with their leadership plans.

1. Have each classroom focus on five identified behavioral and academic expectations.
2. Have all teachers collect observational data for student engagement.
3. Have all teachers become aware of building academic efficiency and how they can positively affect efficiency through their own use of time in their classrooms.
4. Have teachers make students aware of the importance of being in school to increase their classroom attendance rates.
5. Have teachers improve the lines of communication with parents.
6. Have teachers make improvements to ensure that students understand their assignments/work and in showing care and concern for students.
7. Have teachers initiate classroom activities that promote school spirit and pride.

After meeting with the McREL visitor, the team agreed to implement the following goals and activities.

1. Re-administer the Describing Your School's Characteristics (DYSC) instrument and analyze the results in light of the school goals for 1985-86.
2. Re-examine and reorganize various school committees to work on the improvement of the school goals for 1985-86.
3. Redefine and clarify the role of the team and the school's advisory team in assisting teachers in achieving the goals for 1985-86.

In a visit to another district, the Leadership Team discussed their work in areas identified by the faculty and through ESP instruments. The team also provided faculty assisted inservice activities for the entire faculty. This provided very effective for building faculty morale and also promoted faculty ownership in improvement activities.

Another Leadership Team within the district began including parents and community members in its school activities. A lack of parental involvement and a sense of community apathy had been apparent by the poor attendance at meetings and support in bond issues. Using activities and research information provided by McREL, teachers began working together to reach the parents and the community. Several area businesses "adopted" the school and sponsored contests rewarding academic excellence among students. Parent visitations increased and meeting attendance improved.

One school team, after identifying discipline as an area of concern, produced a faculty skit emphasizing appropriate and inappropriate behaviors for the students. Another team recognized parental support as an area of concern. Through the use of research materials provided during the training, concerted effort was made to reach more parents and involve them in the school. Attendance and enthusiasm grew at the parent/teacher meetings because of the extra efforts made by the faculty.

Coaching is one technique discussed during the ESP leadership training. This process helps teachers provide feedback to each other in a peer observation and support system. This technique was overwhelmingly adopted in several of the schools within the district, so much so that in one school, two-thirds of the faculty "is willingly participating." McREL staff provided written materials and videotapes to the school teams who are implementing coaching processes.

Leadership teams are asked to document all of their activities so that they can assess growth, where they started and where they want to go. As a result of completing Year One of the McREL Effective Schools Program, one ESP district coordinator has documented all building accomplishments for 1984-85 and made a listing of projected improvements for the 1985-86 school year.

Data for the evaluation of Stage III: Level C was also collected using follow-up telephone interviews. There were two interview questions designed for this stage and level:

- Staff communication and professional growth:
  Which of the following have improved since training?

75% teacher/principal communication?
75% teacher/principal cooperation?
80% professional growth?

o Principal behavior changes:
Do you detect a positive change in your own behavior since training? Yes 90% No 10%
In which of the following areas specifically?
100% announcing and influencing
90% coaching
90% modeling
85% reward
95% facilitating change

Based on the information from the site visits and follow-up interviews, it appears as though the ESP does effect a change in school policies and practices at the building level. More specifically, Leadership Teams appear to be able to translate the information contained in the ESP training into action plans which they then implement at their building sites.

STAGE IV: Level D

The purpose of the Stage IV: Level D evaluation was to determine the effects of the McREL ESP within classrooms. The primary types of data collected for the 1984-85 ESP evaluation were site visit and follow-up interview data. The evaluation question for this stage and level was:

Do staff members utilize the school improvement techniques designed to effect classroom variables?

During the site visits it was observed that one Leadership Team had concentrated its efforts on increasing classroom instructional time, and student engagement rates. Throughout the year via inservice sessions and faculty meetings the team continued to provide other teachers with information on and suggestions for accomplishing these goals. The leadership team reported a marked difference in their classes but had not collected objective data to support their observations.

During the follow-up interviews, administrators were asked six questions directly related to classroom level implementation of ESP techniques. The results for those questions are reported below:

o Teacher implementation of skills plus strategies. Do the teachers in your school use skills and strategies in their classrooms that are described by the ESP research?
Yes 100% No ____
Do teachers use various strategies to begin the school year?
Yes 100% No ____
Have these strategies changed as a result of training?
Yes 95% No 5%

o Teacher use of diagnostic and assessment techniques.

Do teachers use evaluative measures sensitive to instruction?
Yes 95% No 5%

Have teachers analyzed the curriculum to determine if critical content is included? Yes 90% No 10%

o Principal leadership improvements.

Have you improved your role as an instructional leader?
Yes100% No____
Do you spend more time as an instructional leader since training?
Yes 80% No 20%
% of increase 19%

o Teacher and principal use of effective instructional practices.

Have there been increases in the following since training?
70% precise instructional language?
70% frequent classroom observations?
85% cooperative development?
80% sharing of materials?
70% teacher/administrator cooperative training?

The follow-up interview suggested wide use of school improvement techniques at the classroom level. In fact, this was the area probably most commonly mentioned as changed as a result of the McREL ESP.

Although there was no direct observational data to evaluate the effect at the classroom level of the 1984-85 McREL-ESP, there is evidence for this effect from previous McREL-ESP's (those programs conducted before 1984-85). Specifically, the Year End Report for McREL, Regional Research and Services Component (November, 1982) documents changes at the classroom level from 70 classrooms. Within those classes the amount of time spent on the following non-academic activities was monitored prior to and after the McREL-ESP:

-beginning management time
-transition time
-giving assignments
-working with individuals while others wait
-ending management activities
-social activities
-interruptions

Using the AEI data collection technique described in Section II of this report it was found that participating teachers significantly decreased the time spent in non-academic activities (from 10.78% of the school day to 7.33% of the school day). Also documented in the 1982 report are changes in:

-teacher use of effective disciplinary techniques (e.g., consistent reinforcement of classroom rules)
-classroom organizational techniques (e.g., clarity of goals and assignments)
-teacher use of effective motivational techniques (e.g., provides learning activities that are varied)

Considering all information, the interview and site visit data from the 1984-85 evaluation and data from previous years, it appears as though the McREL-ESP does effect classroom level change relative to the effective school variables.

STAGE V: Level E

The hypothesized effect of Stage V: Level E is on students. Specifically, it is assumed that at this stage and level the McREL-ESP will affect such factors as student engagement, success at various tasks, and motivation.

The evaluation question for this stage and level was:

> Have the application of the ESP techniques caused improvements in student motivation, engagement and success?

Again for the 1984-85 evaluation follow-up interview data was used. Within the interview two questions were designed specificaly for Stage IV: Level E. The results are reported below.

> Are techniques being used which improve student motivation?
> Yes 95% No 5%
>
> Do teachers communicate to students that they believe in them and expect them to be academicaly successful?
> Yes 100% No ___

If one utilizes the data from previous ESP evaluations more objective evidence for Stage IV, Level E can be gathered.

Again, using the 1982 report cited previously, it has been found that within 54 classrooms tested students' engagement rates increased significantly after the McREL-ESP (from .796 to .823). It was also found that students' success rates increased significantly (from .71 to .77).

STAGE V: Level F

At this stage and level the hypothesized effect is on student achievement as measured by standardized tests. The evaluation questions for this stage and level were:

> Has student achievement increased?
>
> Has inequity of effectiveness decreased?

As indicated in Figure 3 the data collection technique for this level and stage is designated as "informal." This means that pieces of information gleaned from data relative to other levels and stages were used to obtain a sense of the ESP effect on their level and stage. For example, the principal interview contained three questions which indirectly got at the Stage V: Level F effect. The result for those questions are reported below:

> Do teachers use test results to plan instruction?

Yes 90% No 10%

Do teachers use instructional techniques specifically designed to improve achievement?

Yes 95% No 5%

Do you systematically analyze test scores by socio-economic status?

Yes 5% No 95%

The most interesting response here is to the question about systematic analysis of the test scores by socio-economic level. Within the ESP participants are presented with a technique for analyzing achievement by SES. The technique clearly illustrates whether or not one or more groups within a school or district population continually underacheive. More often than not, when a school or district performs this analysis, they find that the low SES students are very probably not served by the system. The results for the survey question above would indicate that the importance of monitoring students by SES although strongly emphasized in the ESP is not internalized by participating schools and districts. However, the interview data suggests an increased awareness on the part of ESP participants of the need to monitor and stress success on standardized tests.

As was the case for Stage V: Level E, if we included data from schools/districts which began the McREL ESP prior to the 1984-85 academic we obtain more objective data for Stage V: Level F. The data reported below comes from two sources. The first source is one of the sites trained in 1982-83. In Figure 6 distribution of achievement scores by quartiles is reported for 1981-82 and 1983-84 for grades 1, 3 and 5.

Figure 6

National Percentile Rank	First Grade			3rd Grade			5th Grade		
	1981-82	1983-84		1981-82	1983-84		1981-82	1983-84	
76-99	179	230	409	168	211	379	190	210	400
	75.1%	82.8%	79.3%	72.1%	77.3%	74.9%	70.9%	74.5%	72.7%
51-75	43	38	81	39	42	81	62	56	118
	17.9%	13.7%	15.7%	16.7%	15.4%	16.0%	23.1%	19.9%	21.5%
26-50	12	8	20	23	20	43	13	14	27
	4.9%	2.9%	3.9%	9.9%	7.3%	8.5%	4.9%	5.0%	4.9%
1-25	4	2	6	3	0	3	3	2	5
	2.0%	.7%	1.2%	1.3%	0%	.6%	1.1%	.7%	.9%
	238	278	516	233	273	506	268	282	550
				46.0%	54.0%		48.7%	51.3%	
	100%	100%		100%	100%		100%	100%	
	$x^2=4.644$			$x^2=5.069$			$x^2=1.100$		
	$p=.20$			$p=.15$			$p=.80$		

As indicated in Figure 6, none of the changes in test score distributions was statistically significant. However there was a strong trend across all grade levels toward increased achievement. That is, higher proportions of students were in the upper quartile distributions in 1983-84 than in 1981-82.

The second site from which achievement data is reported also trained in 1982-83. Comparative achievement data for 1981-82 vs 1983-8 reported below in two ways. In Figure 7 the grade equivalency scores for student the "localic percentile ranks" of 90, 75, 50 and 25 are reported for the academ year priorthe to the training (1981-82) and the academic year immediatley after training the (1982-84). In Figure 8 are reported changed in distributions within first through the fourth quartiles using national percentle ranks.

Figure 7

Comparision of National Grade Equivalency with
Local Percentile Ranks by School Year

Local Percentile Rank	National Grade Equivalency of Blue Valley Students by Grade Level and Year											
90th	3.67	3.65	-.02	5.67	5.78	+.11	8.15	8.14	-.01	10.76	11.72	N.A.
75th	3.17	3.25	+.08	5.40	5.43	+.03	7.75	7.75	----	10.11	10.98	N.A.
50th	2.64	2.71	+.07	4.90	4.98	+.08	7.13	7.26	+.13	9.29	10.22	N.A.
25th	2.05	2.21	+.16	4.35	4.41	+.06	6.41	6.52	+.11	8.50	9.58	N.A.
	1981-82	1983-84	Change	1981-82	1983-84	Change	1981-82	1983-84	Change	1981-82	* 1983-84	Change
	S.D.=.7 N=238	S.D.=.7 N=278		S.D.=.9 N=233	S.D.=.7 N=273		S.D.=.9 N=278	S.D.=.9 N=282		S.D.=1.3 N=247	S.D.=1.1 N=290	
	1st Grade			3rd Grade			5th Grade			7th Grade		

*8th Grade (1983-84)

WINTER WORKS

Figure 8

Comparision of Percent of Blue Valley Students Distribution
Within National Percentile Ranks by Quartiles

National Percentile Rank	Percent of Blue Valley STudents by Grade Level and Year											
76-99 (First Quartile)	75.1	82.8	+7.7	72.1	77.3	+5.2	70.9	74.5	+3.6	67.2	70.7	N.A.
51-75 (2nd Quartile)	17.9	13.7	-4.2	16.7	15.4	-1.3	23.1	19.9	-3.2	23.5	22.8	N.A
26-50 (3rd Quartile	4.9	2.9	-2.0	6.9	7.3	+.4	4.9	5.0	+.1	6.1	5.2	N.A
1-25 (4th Quartile)	2.0	.7	-1.3	1.3	---	-1.3	1.1	.7	-.4	3.2	1.4	N.A.
	1981-82	1983-84	Change	1981-82	1983-84	Change	1981-82	1983-84	Change	1981-82	*1983-84	Change
	N-238	N-278		N=233	N=273		N=268	N=282		N=247	N=290	

1st Grade Winter Norms

3rd Grade Winter Norms

5th Grade Winter Norms

7th Grade
*8th Grade
Winter Norms

SECTION IV

SUMMARY DISCUSSION

Using a model of layered impact for the McREL ESP, six stages and levels were evaulated for the 1984-85 academic year.

The hypothesized change at Stage II: Level A was in participants' knowledge of key elements of the school effectiveness literature. The comparative results of pre and post tests over this material indicated that participants do increase their knowledge and understanding of this literature. To evaluate this stage and level workshop evaluation forms were also utilized. An analysis of these indicated very positive reactions to the ESP. Participants were especially positive about the content presented and the modeling of instructional techniques.

At Stage II: Level B the expectations were that participants would begin to use, at their respective sites, the skills and strategies presented in the ESP. An analysis of team leadership plans and follow-up telephone interviews were used to evaluate this level and stage. The analysis of the leadership plans indicated an uneven effect. That is, there was a wide range of quality in the plans. However the telephone interviews indicated that in 80% of the schools surveyed the building leadership teams were actively engaged in further developing and implementing their leadership plans.

The intent of Stage III: Level C was that building policies, practices and climate would experience a positive change. Here site visits and follow-up interviews were used. The site visits indicated that the McREL ESP had, indeed, impacted school policies, and practices and climates as was evidenced by increased colleagiality and mutual support among the entire staff for buildings participating in the ESP. The telephone interviews corrborated these findings.

At Stage IV: level D the hypothesized effect of the ESP was at the classroom level. Specifically it was hypothesized that teachers would begin to use techniques which increase their efficiency in use of time managerial techniques, beginning the school etc. Results from the site visits and follow-up interviews indicated that the effect was strong for this level and stage. Participants do use the classroom level techniques presented in the ESP. They do so quite consciously and exhibit a noticeable and measureable shift in their classroom behavior.

For Stage V: Level E. the intent of the ESP was for student behavior to change relative to engagement, motivation and success at academic tasks presented in class. Results of the follow-up interviews indicated that this does occur. There is a noticeable change in student behavior relative to these variables. If data from pre- 1984-85 ESP sites is also considered the behavioral change is qualifiable. Specifically, at pre -1984-85 rates it was found that students' engagement and success rates increased significantly after the McREL ESP.

For the 1984-85 evaluation Stage V: Level F was evaluate informally since the hypothesion effect -- student increase in academic achievement as measured by standardized tests -- probably would not occur in the short

amount of time since the ESP was conducted. Combined results from the follow-up interviews and site visits suggested that in the 1984-85 sites the "stage is set" for increased student achievement. If we use data from pre -1984-85 sites the evidence is stronger for a Stage V: Level E effect. Some sites exhibited an increase in over-all achievement on standardized tests. More importantly this achievement is uniform across the quartile distributions. That is, students at the lower quartiles of achievement increase at least as much as students at the higher quartiles. An apparent anomaly at this stage and level is that ESP participants do not appear to emphasize tracking the achievement of students by SES group even though this is stressed during the training. Although participants all agree that this type of analysis is needed to insure equity in services provided to students few participating building teams or administrators use the techniques presented them once the initial trainings are completed.

In summary, for the six stages and levels evaluated for the 1984-85 academic year, evidence for hypothesized effects was found for all stages and levels. Given the methodical development of the McREL ESP this is not surprising. Over the years in which it has been field tested components have been added and deleted to make it more efficient. The model that exists now has been extensively field tested. One would then, expect the program to "deliver" on its promises.

This does not mean that the program is considered finished. As training continues, feedback is constantly sought and program changes made where appropriate.

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APPENDIX A

COGNITIVE TEST

BEST COPY AVAILABLE

Mid-continent Regional Educational Laboratory
Effective Schools Program (ESP)
Pre-Post Workshop Questionnaire

1. What is the current research definition of an effective school?
   An effective school is one that--

   _____
   _____
   _____
   _____

2. A great deal of research was conducted in classrooms during the 70's and early 80's, the question that was being asked was what is effective instruction? The most potentially useful variable to emerge from that decade of research was _____.

3. There has emerged from the effectiveness research a powerful concept called Academic Learning Time (ALT). ALT is composed of three ways time is used in buildings and classrooms. They are _____, _____, and _____ .

4. In order for student learning to be most successful, three elements of the curriculum must be aligned or in agreement. The three parts of the curriculum that must be aligned are _____, _____, and _____.

5. Recent education research indicates that the way a teacher begins the school year is crucial to student success. Name four out of the eight practices effective teachers apply during the first few weeks of school that ineffective teachers don't apply.

   1.
   2.
   3.
   4.

6. While observing the time-on-task of students during <u>learning</u> activities engaged rates were found to be consistently the lowest during _____.

7. High success rates increase student achievement especially for low and middle achievers. Tasks have success rates would be defined as those that allow students to succeed approximately ____% of the time.

8. A teacher's value system is related to student achievement. Teachers may emphasize many kinds of goals. However teacher emphasis on _____ goals is <u>positively</u> associated with student academic learning.

9. Instruction is at the heart of teaching, but what is it that characterizes effective instruction? There is a vast body of knowledge and research demonstrating that all effective teachers incorporate certain principles and phases or steps to increase student learning. What are those phases or steps? Please list.

10. Teachers who exhibit the highest expectations for themselves and for their students consider their primary role as teachers to be - _____.

11. Expectations for student ability and performance are often based on a single skill or factor: that skill is _____.

12. If you synthesize the large body of research on expectations in the classroom there are three major areas where teachers treat students differently. They are:
    1.
    2.
    3.

13. Motivation is generated by a person's needs, and is a force that defines that person's actions. Research in student motivation has identified four interrelated factors that influence student motivation. These four factors are:
    1.
    2.
    3.
    4.

14. The reality is that motivation is an internal phenomenon. This means that nobody can motivate anyone else to do anything. Do you agree or disagree with this statement?

15. As you might imagine, research has found certain distinguishing features of schools with effective discipline practices. In general, five practices are mentioned. Name three of the five.
    1.
    2.
    3.

16. There is evidence that discipline problems and student alienation are rooted in the way schools organize themselves. What school practices (ex. emphasis on competition) have you observed that contribute to alienation and discipline problems?

17. Teachers with the best-behaved classes prevent problems by practicing <u>six</u> classroom management techniques. Please name 3 of those 6 techniques.
    1.
    2.
    3.

18. Can you describe the steps or phases these instructional "models" use to describe what effective teachers do?
    1. Madeline Hunter model yes____ no____
    2. Mastery Learning model yes____ no____
    3. Barak Rosenshine's model yes____ no____
    4. Missouri Mathematics Project yes____ no____
    5. Fitzpatrick Secondary model yes____ no____

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APPENDIX B

WORKSHOP EVALUATION FORM

WORKSHOP TITLE:

PARTICIPANT'S EVALUATION FORM

Directions: Please complete this form and return it to the workshop Leader.

Workshop Location: _____ Date: _____

Your school or District: _____

Position: _____

Please indicate your reactions to the different aspects of the workshop, using the scales provided. Place a check ( ) on the line to show your rating.

1. The workshop activities and presentations:

Excellent Good Fair Poor

---

2. The workshop materials:

Excellent Good Fair Poor

---

3. Opportunities for participation:

Excellent Good Fair Poor

---

4. Opportunities for feed-back:

Excellent Good Fair Poor

---

5. How the workshop was organized and scheduled over the time period provided:

Excellent Good Fair Poor

---

6. If you checked "Fair" or "Poor" for any of the preceeding areas, what could be done to improve these in another workshop?

1. _____

2. _____

3. _____

7. What were the workshop's stongest contributions to you, personally?

1. _____

2. _____

3. _____

8. What do you feel were the workshop's greatest weaknesses or limitations?

1. _____

2. _____

3. _____

9. Rate the following workshop areas:	Extremely	Somewhat	Not Very
a. How valuable was the workshop as a source of useful information?	_____	_____	_____
b. How relevant was the information to your organization?	_____	_____	_____
c. How useful was the workshop to you personally?	_____	_____	_____

10. Other comments or suggestions:

_____

_____

_____

_____

_____

APPENDIX C

ACADEMIC EFFICIENCY INDEX

ESTIMATING ACADEMIC EFFICIENCY

The purpose of the accompanying worksheet is to develop an estimate of the percentage of the school day that students are engaged in academic work--i.e., the efficiency with which time is used for instructional purposes. ("Academic work" is broadly defined to encompass any legitimate instructional area--reading, math, science, physical education, the arts, etc.)

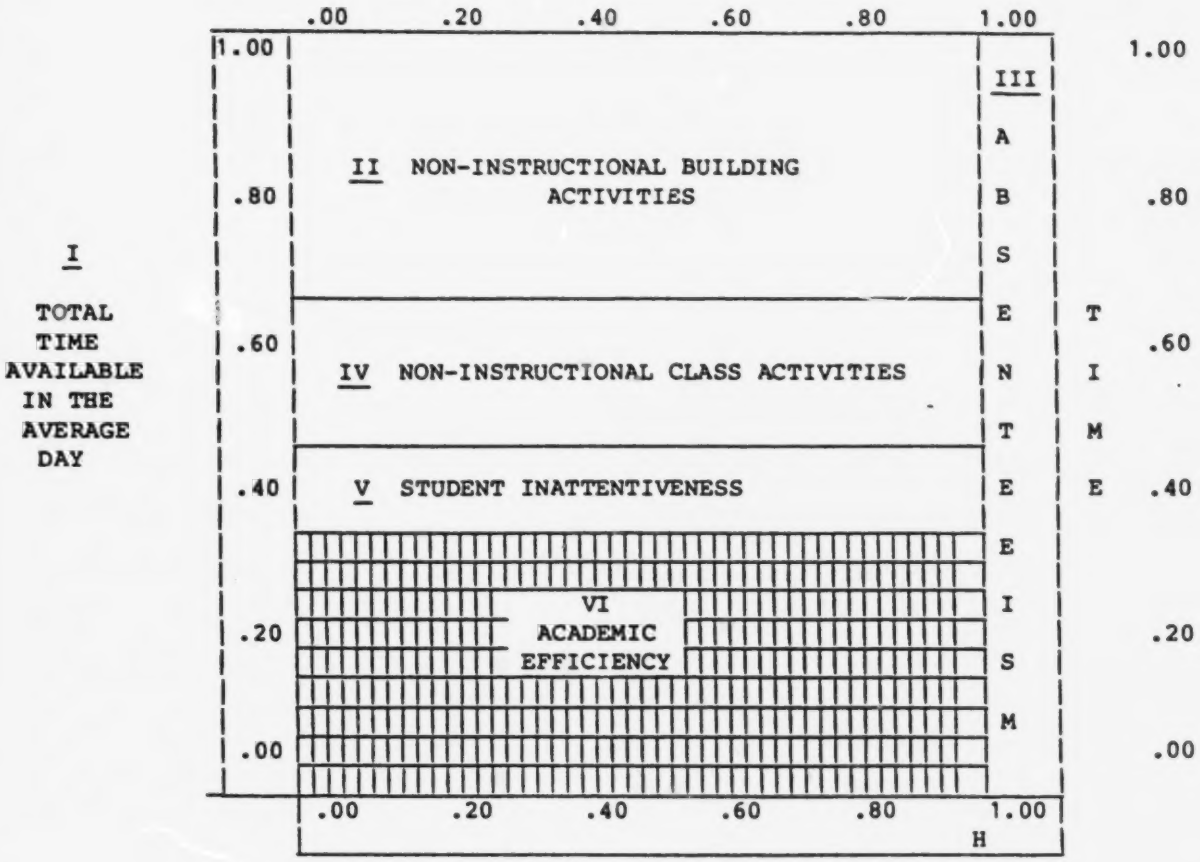
The process of arriving at an estimate of efficiency for a particular building can be visualized by looking at Figure 1. What you're doing, essentially, is making an estimate of the (I) Total Time for: (II) Non-instructional building activities (such as lunch, home room, etc.), (III) Absenteeism, (IV) Non-instructional class activities (social activities, housekeeping tasks, etc.), and (V) Student inattentiveness (the percentage of instructional time students aren't engaged in the work assigned to them). The sum of the estimates for each of these blocks (II-V), equals an estimate of the "academic efficiency" of the building.

Keep in mind that the figure is an <u>estimate</u> of academic efficiency. The intent is an index that approximates that true situation in the same way that an economic index, such as the "Gross National Product," estimates the health of the nation's productivity. As a result, the numbers emerging from the process should be viewed as only one source of information to be weighed against other data by people who know the situation first-hand.

Note also that although we have found the academic efficiency of the engagement of students with relatively high agreement, the data should <u>not</u> be used to compare schools or teachers. The few observations made here would not be a reliable estimate of any given teacher's use of time though they are a reasonably valid estimate of time useage in the building as a whole. Comparison from one building to another is not appropriate because it has been our experience that each team involved in estimating these figures decide to define such things as non-scheduled academic building activities differently. For example, some may decide to include estimates for early dismissals and others do not. Therefore, the inability to generalize a teacher's use of time and the inconsistent definitions used between schools make the instrument inappropriate for purposes of comparison.

FIGURE 1

ACADEMIC EFFICIENCY GRID



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INSTRUCTIONS FOR CLASSROOM OBSERVATIONS

We suggest you make observations across several time periods -- balance them between mornings and afternoon. If you are observing an elementary classroom start your observations midway through the transition from that activity to the mid-point of the next activity. (That way you pick up the time lost to transitions, etc.) If it's a secondary class be sure to start at the moment the bell rings.

Before observing a class, identify the students you want to observe. We require a minimum of nine students, but we suggest observing fifteen, the total number of student spaces on the Classroom Observation Worksheet: Side 2. The students you select to observe should be representative of the class. Thus you should select an equal number of high, medium, and low achievers. You will note that on the Classroom Observation Worksheet: Side 2, there is space for each student's name and his/her achievement rating (H-M-L). Every time you observe, you should follow the same students and record their names and achievement codes. (If you are unfamiliar with students' names, you may want to add other identifying words -- "the boy in the red shirt," "the small girl with the curly hair," etc.) When you observe, be sure to fill in the following information in the blanks provided on the Classroom Observation Worksheet: Side 1: a) Date of Observation, b) the School, c) the Number of Students Absent, d) the Subject/Topic Class Observed, e) the Time Observation Began, f) Time Observation Ended, and g) the Total Time Observed.

Once the preliminary information has been filled in on the worksheet, you can begin to observe classroom interactions. When

observing the interaction in a classroom, you should be looking for two types of activities: 1) those activities during which instruction and learning are taking place, 2) those activities in which instruction and learning are not taking place. When instruction and learning are not occurring you use Side 1 of the Worksheet to record the type and amount of Time of non-instructional activity that is occurring. When instruction/learning is occurring, you use Side 2 of the Worksheet to record which students are engaged and which are not.

To illustrate how this all works, assume you are observing a class. The bell rings and you note that no instruction/learning is taking place because the teacher is taking role call. You immediately begin timing this non-instructional activity using Side 1. When this activity ends, you record how long it took (e.g., 1 min. 20 sec. or 1:20) in the box across from "Beginning Managerial Class Activities" (in column #1). As soon as instruction/learning begins, you shift your attention to Side 2 of the worksheet. You then begin to observe each of your selected students one at a time and determine whether or not that student is engaged in the teaching/learning activity s/he is supposed to be working on. Make sure you use the "snapshot in time technique" to make an accurate decision as to whether the student is focusing on his/her assigned task. If you decide the student is engaged, put a check in the student's row under the column for the first set of observations (column #1). If s/he is not engaged leave the box blank. You also have the option of using the coding sheet and entering the codes in the box blank. When you've made your decision for the first student, go on to the second student. Continue going from student to student until you've observed all selected students in

sequence. Repeat this sequence immediately. Move to the next column under the Observation Cycles section after each complete cycle of engaged rate observations. You will note that there are places for 15 separate observation sweeps; although during any one class you may not make 15 sets of observations. If, during the process of the observation, the teacher stops the class to deal with a disruptive student, stop your observation, flip back to Side 1. (It's useful to have the observation sheets printed back-to-back), and start timing the disruption. When it's over and you've entered the time involved and checked the appropriate activity, turn back to Side 2 and start observing the student you were last observing. If you have questions about the process, call for a "Trainer" in either the Kansas City or Denver office of McREL -- (303)337-0990.

COMPARATIVE SUMMARY DATA

	ELEM.	J.H.	S.H.	DISTICT
1. Efficiency loss due to scheduling	21.1%	17.8%	16.6%	19.2%
2. Efficiency loss due to absenteeism	4.1%	4.1%	8.0%	4.8%
3. Efficiency loss due to non-instructional class activities	9.9%	7.4%	10.8%	9.5%
4. Efficiency loss due to student inattentiveness	9.4%	6.4%	7.7%	8.7%
5. Instructional efficiency	55.6%	64.4%	58.0%	57.7%
Engagement rate	85.1%	90.6%	88.4%	87.1%
Non-instructional class activities	13.3%	9.4%	12.9%	12.3%
a) Beginning managerial	1.1%	1.8%	3.4%	1.5%
b) Transition time	4.9%	2.3%	4.0%	4.4%
c) Teacher giving assignment	3.7%	1.4%	2.3%	3.2%
d) Teacher disciplining	.4%	.3%	.0%	.3%
e) Teacher working with 1/2 students	.4%	.2%	.5%	.5%
f) Ending managerial	1.0%	.9%	1.0%	1.0%
g) Social activities	.0%	.0%	.9%	.1%
h) Interruptions	.8%	1.1%	.6%	.8%

CLASSROOM OBSERVATION WORKSHEET: SIDE 1

a. DATE OF OBSERVATION _____

b. SCHOOL _____

c. NO. OF STUDENTS ABSENT _____

d. SUBJECT/TOPIC CLASS OBSERVED _____

e. TIME OBSERVATION BEGAN _____

f. TIME OBSERVATION ENDED _____

g. TOTAL TIME OBSERVED _____

Instructions: Record the total amount of Time (e.g., 1 minute 20 seconds or 1:20) spent in each type of non-instructional activity in the box across from that activity. You will move from column to column if the activity is repeated. Total each activity across the row to get the Total Time, then add the Total Time column to get the Total Time lost.

Types of Non-Instructional Activities:	Columns For Recording Periods of Non-Academic Activity											
	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	TOTAL TIME
--Beginning Managerial Class Activities (taking role, etc.)												
--Transition time (e.g., students getting out books, students passing in assignment)												
--Teacher giving the assignment												
--Teacher disciplining as student or the whole class--disrupts whole class												
--Teacher working with 1-2 students while others wait.												
--Ending Managerial Class Activities (students passing in books, etc.)												
--Social activities												
--Interruptions (e.g., announcements person enters room, etc.)												
											TOTAL TIME LOST:	

To calculate Step Four (IV) on the "Academic Efficiency Worksheet" for this observation divide the Total Time Lost by the Total Time Observed.*_____ Enter this figure in the appropriate line on Step IV on the Worksheet.

*(Be sure to convert all minutes to seconds before you divide the Total Time lost by the Total Time Observed.)

CLASSROOM OBSERVATION WORKSHEET: SIDE 2

DATE OF OBSERVATION _____

SCHOOL _____

TEACHER _____

TIME OBSERVATION BEGAN _____

TIME OBSERVATION ENDED _____

SUBJECT _____

# of Students in Room _____

# of Students Enrolled _____

Type of Activity	(Record of minutes for each type)
Presentation of new information	
Review of old information	
Class Discussion	
Whole class instruction	
Small group instruction	
One small group, other independently	
All working independently	

SECTION I: LEARNING OPPORTUNITIES USED

For each three minute observation place a check in the box if student is engaged (e.g., box #1) and leave blank if student is unengaged.

NAME	ACHVMT. RATING H/M/L	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	A Record Sum of Engagmt.	B RECORD # of OBS	C Engaged Rate A/B
STUDENT #1																			
STUDENT #2																			
STUDENT #3																			
STUDENT #4																			
STUDENT #5																			
STUDENT #6																			
STUDENT #7																			
STUDENT #8																			
STUDENT #9																			
STUDENT #10																			
STUDENT #11																			
STUDENT #12																			
STUDENT #13																			
STUDENT #14																			
STUDENT #15																			
TEACHER																			
																		TOTAL	D=
																	CLASSROOM ENGAGEMENT RATE D/NO. STUDENTS		

CODING SHEET

Student Activities

Engaged Student Activities	Reading	(R)
	Listening	(L)
	Writing/Drawing	(W)
	Discussing	(D)
	Taking test	(T)
	Responding to questions	(Q)
Non-engaged Student Activities	Reading	(NR)
	Listening	(NL)
	Writing/Drawing	(W/D)
	No apparent activity	(N)
	Social interaction	(S)
	Wandering	(NW)

Teacher Activities

Instructional Activities:

Teacher Activities General	Lecture	(L)
	Using audio visuals	(AV)
	Demonstration	(D)
	Monitoring	(M)
	Asking questions	(Q)
	Listening	(L)
	Socializing	(S)

Non-instructional Activities

Beginning Managerial Class Activities (taking role, etc.)
Transition time (e.g., students getting out books, students passing in assignment.)
Teacher giving or explaining assignment.
Teacher disciplining as student or the whole class--disrupts whole class.
Teacher working with 1-2 students while all others wait.
Ending Managerial Class Activities (students passing in books, etc.)
Social Activities.
Interruptions (e.g., announcements, person enters room, etc.)

ACADEMIC EFFICIENCY WORKSHEET

I. Step One: estimate the total time available in the school day.

A. Subract the time students arrive at school from the time they leave, using a 24-hour clock. (e.g., a 3:30 p.m. dismissal is 15:30 on a 24-hour clock.) State this total time available in minutes _____

II. Step Two: estimate the percentage lost to scheduled, non-academic building activities.

B. Time scheduled (min.) for non-academic activities:

1. lunch period _____
2. homeroom _____
3. breaks between classes _____
4. recess _____
5. other non-academic activities* _____
6. Total (1+2+3+4+50 _____

C. Proportion of time scheduled outside of class is calculated by dividing line 6 in Step Two by the Total Time placed in A of Step One. _____

D. Proportion of time scheduled for class is found by subtracting C in Step Two from 1.00. (1.00 - C) = _____

III. Step Three: estimate of the average amount of absenteeism per day:

E. Total students enrolled _____

F. Average number of students absent per day _____

G. Proportion of absenteeism (F-E) _____

H. Proportion of students attending (1.00 - G) _____

*If you want to be as precise as possible, this figure should include an <u>average</u> number of minutes lost per day for such things as inservice days, early dismissals, sports rallies, travel time to sports events, end-of-the-year ceremonies, assemblies, special celebrations, etc.

IV. Step Four: estimate of non-academic class activities:

I. Average proportion of class time spent in non-academic activity (Follow instructions on the Classroom Observation Worksheet: Side 1)

Teacher #1* _____
Teacher #2 _____
Teacher #3 _____
Teacher #4 _____
Teacher #5 _____
Teacher #6 _____
Teacher #7 _____
Teacher #8 _____

*We suggest observing at least one teacher per grade or department.

TOTAL _____ Divide this TOTAL by the number of teachers observed and enter here _____

J. Proportion of the school day lost to in-class non-academic activity (I x D) _____

K. Remainder of School Day (D - J) _____

V. Step Five: estimate for inattentiveness

L. Average engagement rate in each observed class: (Follow instructions for classroom observations.)

Teacher #1 _____
Teacher #2 _____
Teacher #3 _____
Teacher #4 _____
Teacher #5 _____
Teacher #6 _____
Teacher #7 _____
Teacher #8 _____

TOTAL _____ Divide this TOTAL by the number of teachers observed and enter here _____

M. Proportion of school day engaged (L x K) = _____

N. Average proportion of time lost in class to inattentiveness (1.00 - L) = _____

O. Proportion of school day lost to inattentiveness (N x K) = _____

---

1. Efficiency loss due to non-instructional building activities (C x H) = _____

2. Efficiency loss due to absenteeism G = _____

3. Efficiency loss due to non-instructional class activities (J x H) = _____

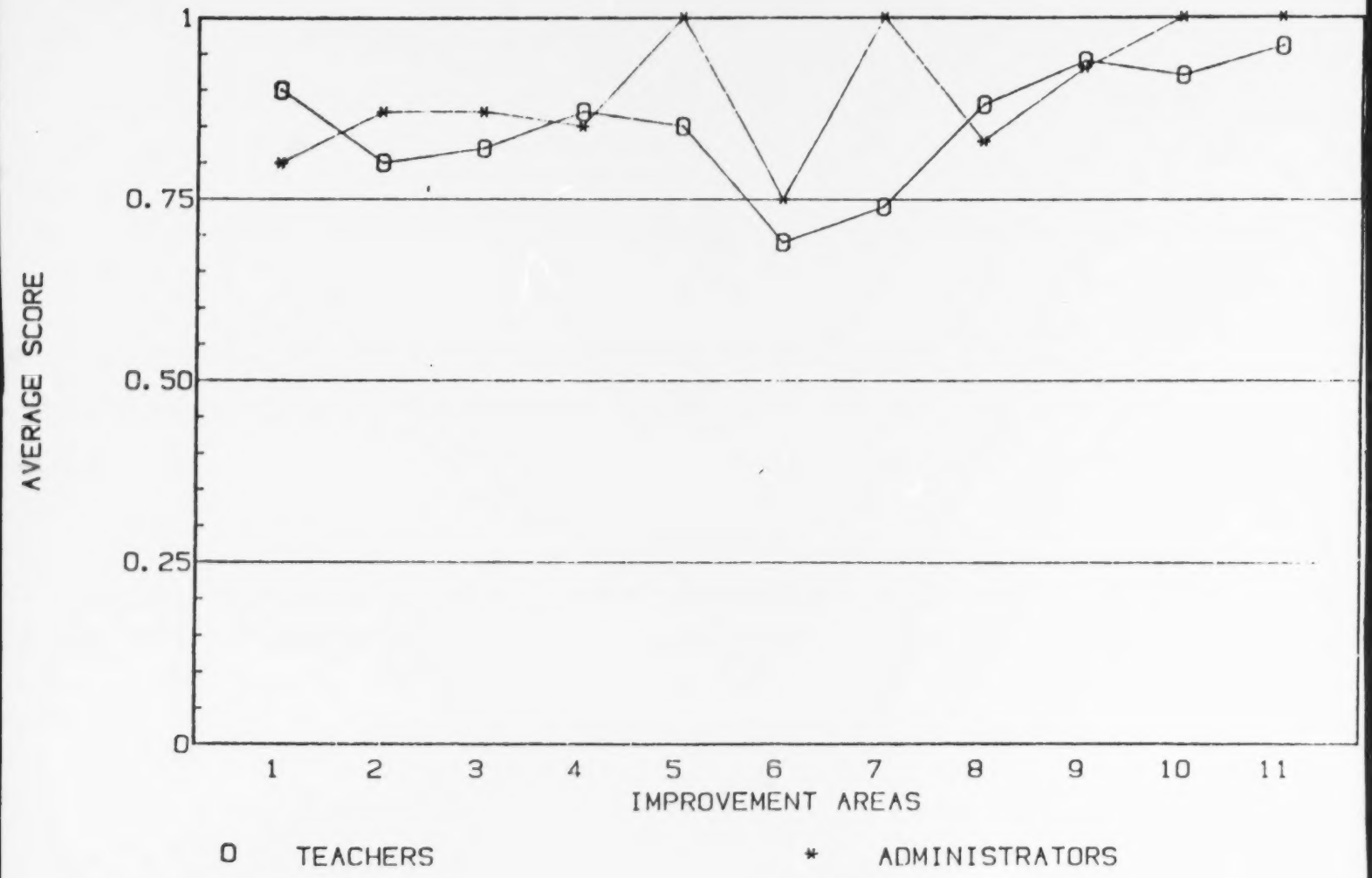
4. Efficiency loss due to student inattentiveness (O x H) = _____

5. Academic efficiency (M x H) = _____

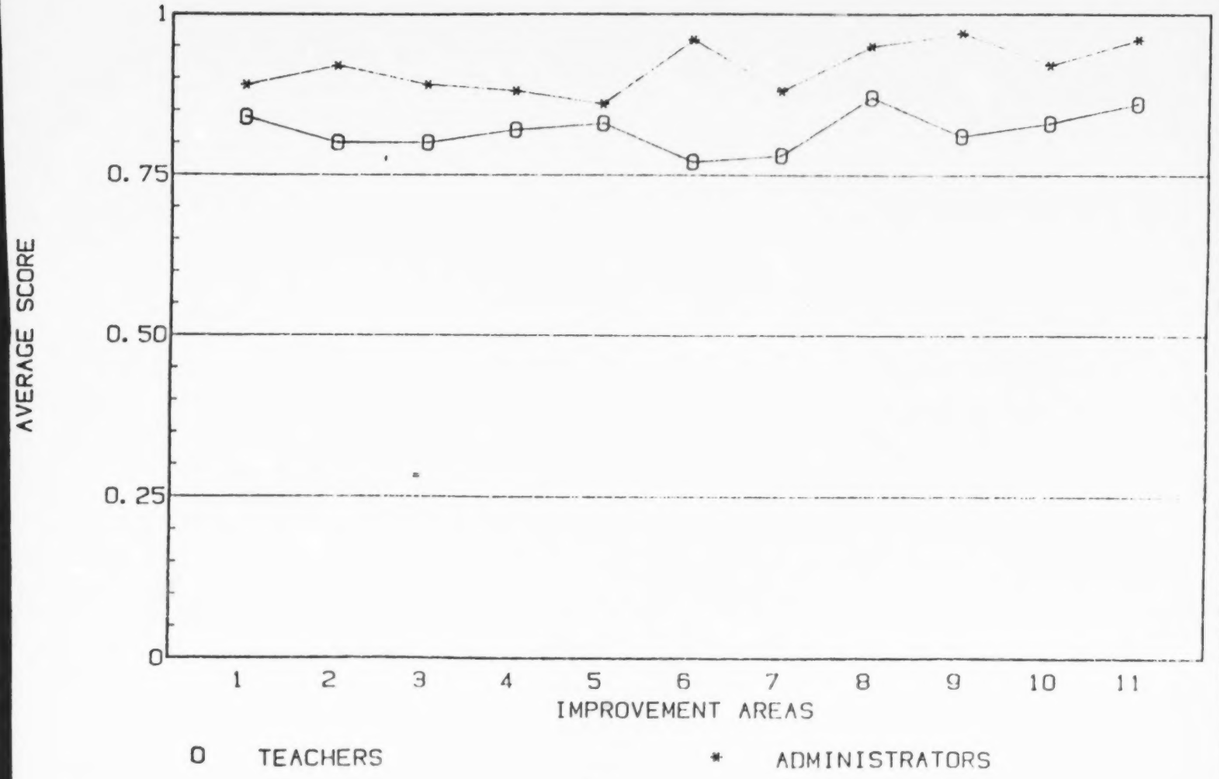
APPENDIX D

EXAMPLES OF DYSC PROFILE CHARTS

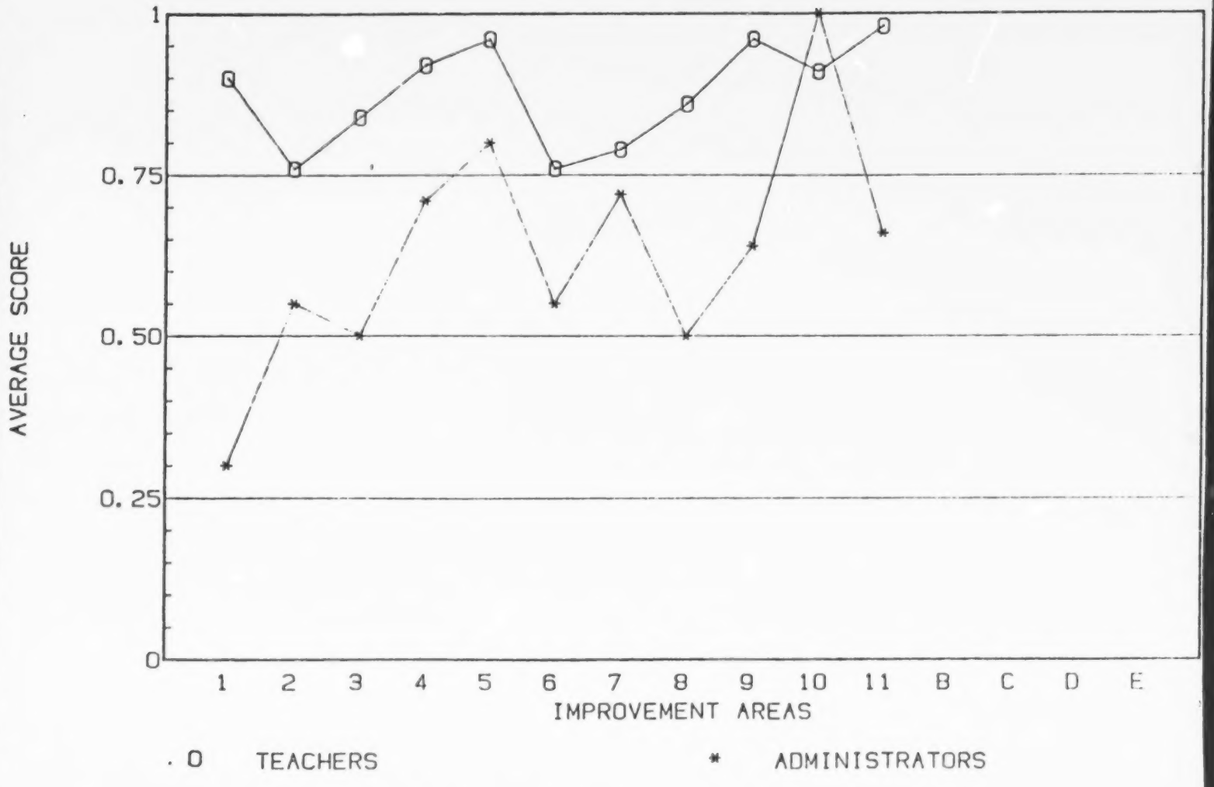
ELEMENTARY SCHOOL A - 1982/83



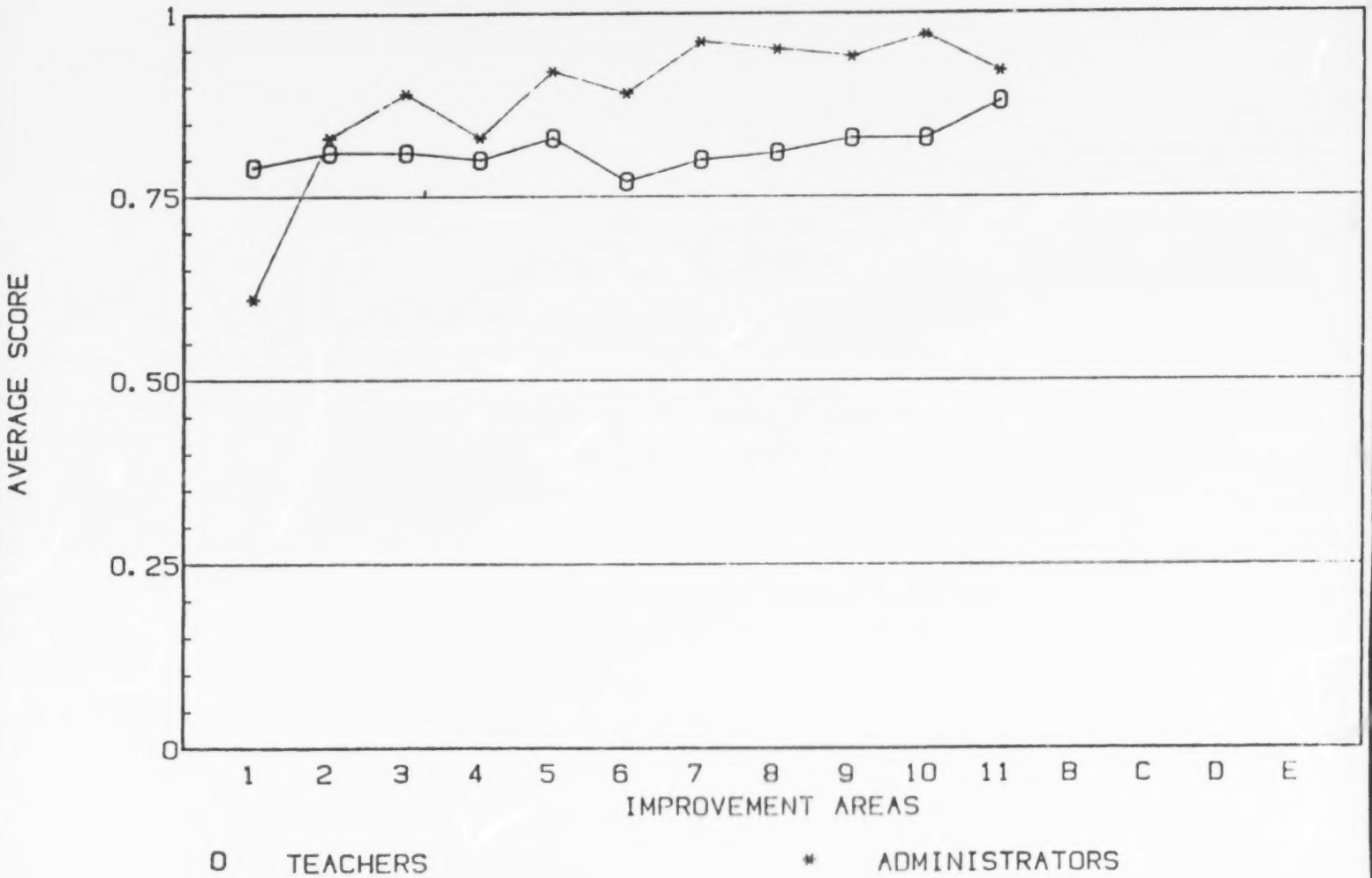
ELEMENTARY SCHOOL A - 1983/84

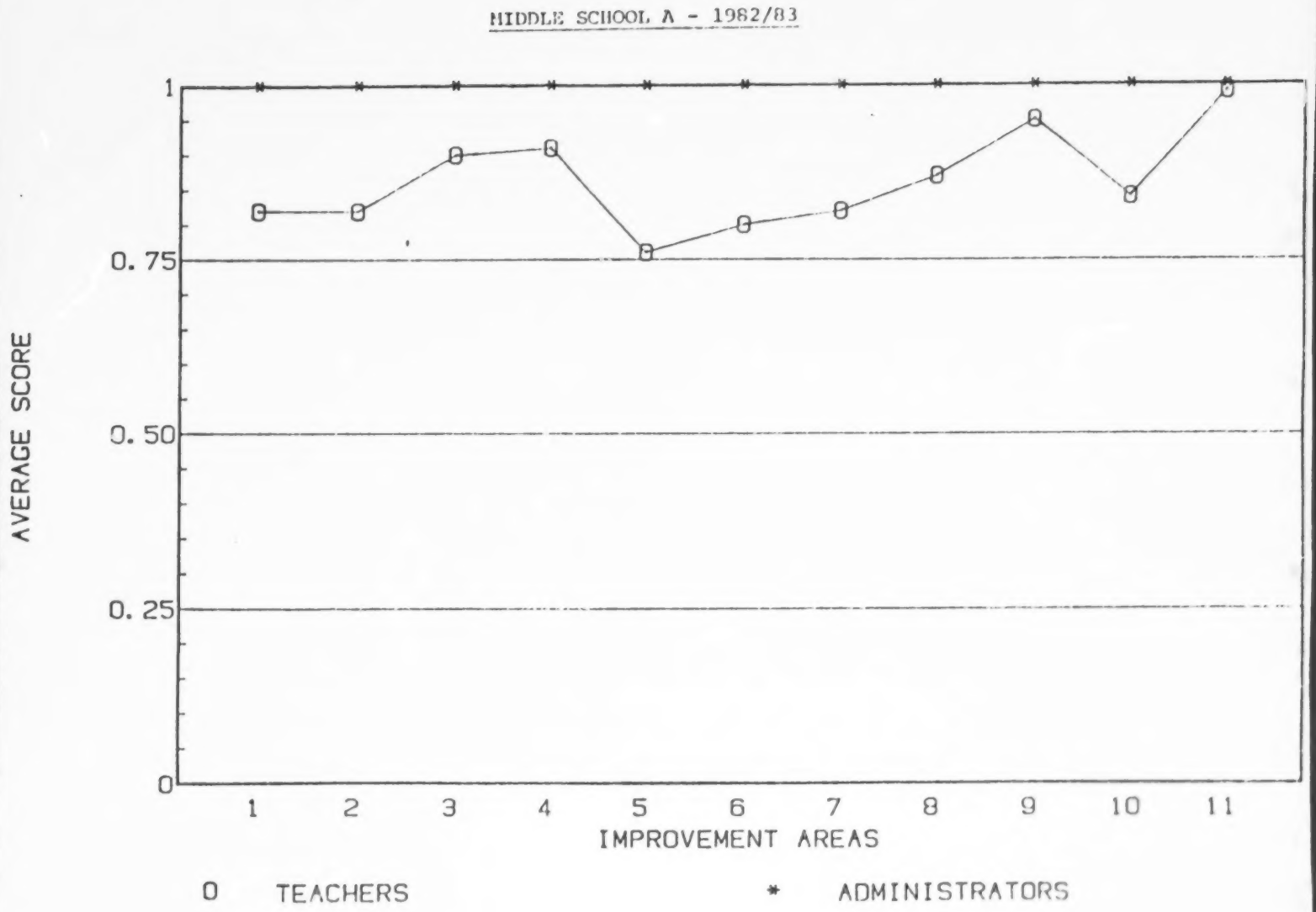


ELEMENTARY SCHOOL B - 1982/83

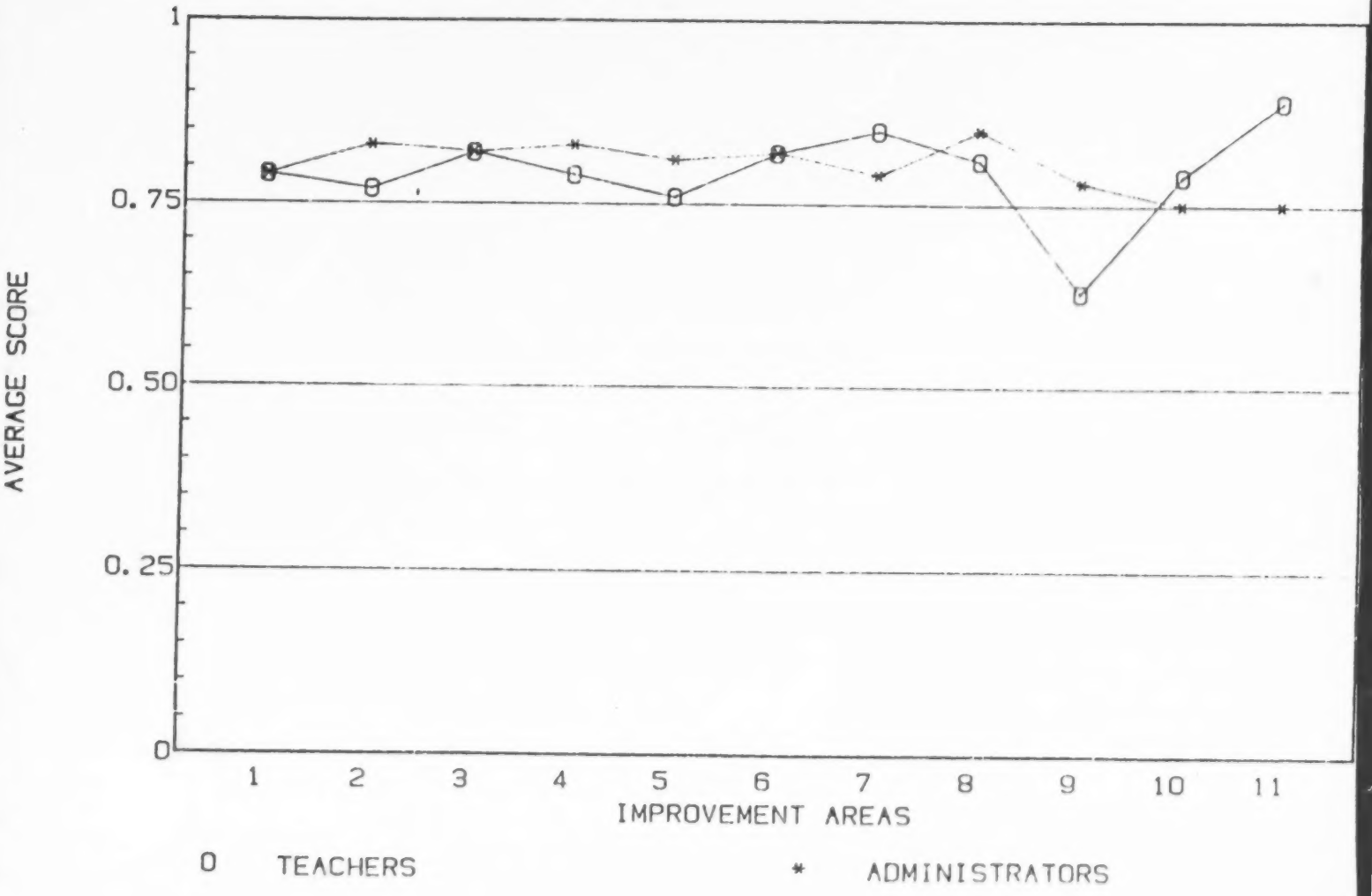


ELEMENTARY SCHOOL B - 1983/84




MIDDLE SCHOOL A - 1982/83
AVERAGE SCORE
1
0.75
0.50
0.25
0
1 2 3 4 5 6 7 8 9 10 11
IMPROVEMENT AREAS
0 TEACHERS
* ADMINISTRATORS

MIDDLE SCHOOL A - 1983/84



APPENDIX E

TRAINING SESSION EVALUATIONS

Figure A

ESP Training Session Evaluations*
Detroit Public Schools, 1984-85

	Session I	Session II	Session III	Session IV	TOTAL
ACTIVITIES/ PRESENTATIONS	4.66	4.19	4.33	4.67	4.47
MATERIALS	4.78	4.50	4.71	4.92	4.73
PARTICIPATION	4.53	4.23	4.54	4.58	4.47
FEEDBACK	4.59	4.23	4.54	4.46	4.46
ORGANIZATION	4.56	4.38	4.25	4.50	4.43
USEFULNESS OF INFORMATION	5.00	4.56	4.94	5.00	4.87
RELEVANCY FOR ORGANIZATION	5.00	4.56	4.44	4.79	4.68
USEFULNESS PERSONALLY	4.86	4.56	4.67	4.68	4.68
TOTAL	4.69	4.38	4.54	4.69	4.58

*Excellent = 5; Poor = 1

Figure B

ESP Training Session Evaluations*
Emporia Public Schools, 1984-85

	Session I	Session II	Session III	Session IV	TOTAL
ACTIVITIES/ PRESENTATIONS	3.95	3.92	3.80	3.62	3.82
MATERIALS	4.25	3.71	4.20	4.05	4.05
PARTICIPATION	4.03	4.18	3.83	4.18	4.06
FEEDBACK	4.13	4.18	3.97	4.05	4.06
ORGANIZATION	4.30	3.84	3.73	3.54	3.86
USEFULNESS OF INFORMATION	4.20	3.74	4.20	3.97	4.02
RELEVANCY FOR ORGANIZATION	4.08	3.49	4.13	3.81	3.87
USEFULNESS PERSONALLY	4.13	3.74	4.07	3.81	3.93
TOTAL	4.13	3.83	3.99	3.88	3.96

*Excellent = 5; Poor = 1

Figure C

ESP Training Session Evaluations*
Ft. Madison Public Schools, 1984-85

	Session I	Session II	Session III	Session IV	TOTAL
ACTIVITIES/ PRESENTATIONS	4.42	4.38	4.51	4.63	4.49
MATERIALS	4.33	4.53	4.71	4.66	4.56
PARTICIPATION	4.15	4.06	4.14	4.50	4.21
FEEDBACK	4.09	4.21	4.17	4.38	4.21
ORGANIZATION	4.24	4.32	4.43	4.47	4.37
USEFULNESS OF INFORMATION	4.58	4.76	4.88	4.92	4.78
RELEVANCY FOR ORGANIZATION	4.70	4.76	4.60	4.78	4.71
USEFULNESS PERSONALLY	4.45	4.65	4.66	4.93	4.66
TOTAL	4.37	4.46	4.51	4.64	4.49

*Excellent = 5; Poor = 1

Figure D'

ESP Training Session Evaluations*
Liberty Public Schools, 1984-85

	Session I	Session II	Session III	Session IV	TOTAL
ACTIVITIES/ PRESENTATIONS	4.44	4.15	4.18	4.25	4.28
MATERIALS	4.45	4.23	4.27	4.43	4.34
PARTICIPATION	3.72	3.87	4.08	4.47	3.97
FEEDBACK	3.88	3.87	3.85	4.14	3.92
ORGANIZATION	4.19	4.11	4.08	4.11	4.13
USEFULNESS OF INFORMATION	4.57	3.92	4.18	4.06	4.21
RELEVANCY FOR ORGANIZATION	4.45	3.81	3.76	3.85	3.99
USEFULNESS PERSONALLY	4.25	3.59	3.53	3.53	3.75
TOTAL	4.24	3.94	3.99	4.11	4.07

*Excellent = 5; Poor = 1

Figure E

ESP Training Session Evaluations*
Sioux Falls Public Schools, 1984-85

	Session I	Session II	Session III	Session IV	TOTAL
ACTIVITIES/ PRESENTATIONS	4.29	4.14	4.56	5.44	4.66
MATERIALS	3.29	4.29	4.44	4.44	4.25
PARTICIPATION	3.43	4.14	3.89	4.11	3.90
FEEDBACK	2.86	3.57	4.00	4.22	3.72
ORGANIZATION	3.57	3.57	4.44	3.89	3.90
USEFULNESS OF INFORMATION	5.00	3.2	4.56	4.33	4.31
RELEVANCY FOR ORGANIZATION	4.71	3.29	4.33	4.56	4.25
USEFULNESS PERSONALLY	4.71	3.57	4.56	4.56	4.38
TOTAL	3.98	3.73	4.35	4.49	4.17

*Excellent = 5; Poor = 1

Figure F

ESP Training Session Evaluations*
Winfield Public Schools, 1984-85

	Session I	Session II	Session III	Session IV	TOTAL
ACTIVITIES/ PRESENTATIONS	4.11	4.00	4.30	3.85	4.06
MATERIALS	4.41	4.35	4.19	4.23	4.29
PARTICIPATION	3.96	3.61	3.58	4.35	3.87
FEEDBACK	4.22	3.75	3.81	3.88	3.92
ORGANIZATION	4.11	4.11	3.96	4.00	4.05
USEFULNESS OF INFORMATION	4.33	4.14	4.20	4.44	4.28
RELEVANCY FOR ORGANIZATION	4.15	3.86	3.92	4.15	4.02
USEFULNESS PERSONALLY	4.11	4.21	4.04	4.44	4.20
TOTAL	4.18	4.00	4.00	4.17	4.08

*Excellent = 5; Poor = 1

APPENDIX F

STATED STRENGTHS AND WEAKNESSES OF ESP TRAININGS

Figure A

ESP Training Session Evaluations
Detroit Public Schools, 1984-85

Strengths and Weakness of the Workshop Sessions

Question:	Session I:	Session II:	Session III:	Session IV:
6. If you checked fair or poor for any of the preceding areas, what could be done to improve these in another workshop?	- More discussion/ sharing/interaction (1)	- More discussion/ sharing/interaction (3) - Vary method of presentation (1) - Check for levels of understanding (1)	- More discussion/ sharing/interaction (1) - Check for levels of understanding (1)	- Don't schedule Saturday sessions
7. What were the workshop's strongest contributions to you, personally?	- Information, materials/ tools (14) variety organization presentation - Presenters (5) - Group interaction (2) - Created awareness, need (1) - Reaffirmed ideas (1)	- Information/materials/ tools (18) teaching models DYSC - Presenters (3)	- Information/materials (9) - Opportunities for group interaction/planning (7) - Presenters (2)	- Information/materials (18) - Opportunities for interaction/discussion (6) - Presenters (5) - Local staff (2) - Contributing as a team member (1)

ESP Training Session Evaluations
Detroit Public Schools, 1984-85

Strengths and Weakness of the Workshop Sessions

8. What do you feel were the workshop's greatest weaknesses or limitations?	- Too much information/ not enough time (4) - None (4)	- Too much information/ not enough time (4) - None (1) - Repetition of handouts (1) - Saturday session (1)	- Too much information/ not enough time (4) - None (3) - Focus did not fit district goals - Saturday session (1) - Consultants should work through academic efficiency chart before presenting (1)	- Too much information/ not enough time (4) - None (4) - More contrast among presenters (1) - Working on school plan (1) - Session should have been held earlier in the year (1) - Sessions 2 and 3 should have been reverses (1)

Figure B

ESP Training Session Evaluations
Emporia Public Schools, 1984-85

Strengths and Weakness of the Workshop Sessions

Question:	Session I:	Session II:	Session III:	Session IV:
6. If you checked fair or poor for any of the preceding areas, what could be done to improve these in another workshop?	- Less lecture/more discussion (4) - More breaks (1) - Eliminate smoking (1)	- Unorganized materials (5) - Confusion on what to do next (4) - Too much information/ too little time (2) - Less lecture, more discussion (1) - Group size (1) - Activities not applicable (1) - Task analysis not applicable (1)	- Session too long (3) - Organization (3) - Too much information/ too little time (3) - More discussion/ hands-on activities (2) - More specific solutions (1)	- Organization/preparation (6) - Too much information/ too little time (1) - Too much time for planning (1)
7. What were the workshop's strongest contributions to you, personally?	- Presenter/presentation (8) - Organization (3) - Working with others (3) - Reinforcement (2) - Enthusiasm (2) - Demonstration (1) - Location (1)	- Information/materials (29) research, 3 instruction, 13 handouts, 1 ESP, 1 seatwork, 2 management, 1 climate, 1 teacher/administrator questionnaire (1) - Reinforcement (3) - Interaction (3) - Planning (3) - Positive attitudes/ clarity (3)) - Food for thought (2)	- Information/materials (32) discipline, 11 student team learning, 3 motivation, 2 expectations, 2 STAD, 1 ALT, 1 effective strategies, 2 - Reinforcement (2) - Sharing/discussion (2) - Presenter (1)	- Information/materials (30) research, 5 instruction, 3 coaching, 1 support groups, 1 - Sharing, planning (16) - Reinforcement (3) - Awareness (3) - Presenter (1)

ESP Training Session Evaluations
Emporia Public Schools, 1984-85

Strengths and Weakness of the Workshop Sessions

8. What do you feel were the workshop's greatest weaknesses or limitations?

- Too much information/ too little time (17)
- Lack of clarity-- purpose and outcomes (13)
- Sessions too long (4)
- Location (3)
- Directions needed (3)
- Visuals (2)
- Too much lecture (2)
- None (2)
- More directions/ suggestions (13)
- Too much information/ too little time (6)
- Too fast (4)
- More participation (1)
- Too long (1)
- Survey forms (1)
- Handouts (1)
- Applicability (1)
- Too much information/ too little time (9)
- Too much on Student Team Learning (3)
- More specific examples (3)
- Materials (2)
- Sense of direction (1)
- Too long (1)
- More time for planning/ discussion (1)
- Location (1)
- Lack of time for review (1)
- Provide plans of action that have proven successful (1)
- Too much information/ too little time (7)
- More direction/ examples (6)
- Organization (4)
- Elementary orientation (3)
- Relevancy (2)
- Notebooks (2)
- Too long (2)
- Wasted time (2)
- Facilities (1)
- More time for sharing (1)

Figure C

ESP Training Session Evaluations
Ft. Madison Public Schools, 1984-85

Strengths and Weakness of the Workshop Sessions

Question:	Session I:	Session II:	Session III:	Session IV:
6. If you checked fair or poor for any of the preceding areas, what could be done to improve these in another workshop?	- Too much information/ too little time (2) - More time for presenters to meet with each team (1) - More explanation of evaluation (1) - Use multi-media approach (1) - Difficult script to read (1)	- Hurried presentation (2) - Organization of materials (2) - More time for sharing/ questions (2) - Time to meet with presenters (1)	- Not enough time to cover all topics (3) - More feedback (3) - Other examples of motivation (1) - Evening session (1)	- More time (2) - More follow-up (2) - Organization of materials (1)
7. What were the workshop's strongest contributions to you, personally?	- Classroom/leadership applications (18) time management, 10 leadership, 2 - Research Information (10) - ESP Program (8) organization objectives approach - Information on instructional effectiveness (7) - Interaction/Sharing (6) - Motivation for improvement (6) - Presenters (5) - Reinforcement of known concepts (3)	- Information/research (22) improving instruction, 6 beginning the year, 4 classroom management, 3 - Self and building assessment (8) - Reinforcement of ideas (8) - Self motivation (8) - Concrete improvement ideas (5) - Presenters (3) - Interaction/team building (3)	- Information/materials (45) student team learning, 7 discipline, 8 instruction/teaching, 4 expectations, 4 engagement, 3 motivation, 3 - Presenters answers, suggestions (2) - Reflection/introspection (2) - Practical applications (2) - New ideas (2) - Awareness of problems (1)	- Information/materials (20) - Planning (7) - Presenters (6) - Support groups (6) - Group interaction (4) - Personal growth (3) - Good examples (1)

ESP Training Session Evaluations
Ft. Madison Public Schools, 1984-85

Strengths and Weakness of the Workshop Sessions

8. What do you feel were the workshop's greatest weaknesses or limitations?	- Too much information/ too little time (18) - Need more on "how to" (15) - Space too small (2)	- Too much information/ too little time (11) - "How to"/practical applications unclear (5) - Limited space (4) - Organization (4)	- Too much information/ too little time (12) - More "how to" examples (7) - Feedback (1) - Direction unclear (1) - Materials distribution (1) - Assumption that there is time to go back and do all this (1)	- Too little time (11) - None (4) - Space (1) - Text (1) - Assembly of materials (1) - Sessions 2 and 3 should have been reversed (1)

Figure D

ESP Training Session Evaluations
Liberty Public Schools, 1984-85

Strengths and Weakness of the Workshop Sessions

Question:	Session I:	Session II:	Session III:	Session IV:
6. If you checked fair or poor for any of the preceding areas, what could be done to improve these in another workshop?	- Group too large (3) - More participation needed (3) - More time (2) - More demonstration and modeling (2) - Clariety of purpose (2) - Overheads difficult to see	- Materials (5) - Group too large (4) - More time for questions/ discussion (4) - Overheads difficult to read (1) - Repetitions (1) - More sessions, less time per session (1) - Presentations too hurried (1) - Too much reference to 3rd session (1)	- Group too large (2) - Shorter sessions (2) - More breaks (2) - Better than session II (1)	- More planning time (1) - Too wordy (1) - Better PA system (1) - Condense coaching tape (1)
7. What were the workshop's strongest contributions to you, personally?	- Information/materials (57) engagement, 13 school effectiveness, 6 leadership, 2 handouts, 3 instruction, 5 success rates, 3 - Presenter/presentation (15) - Positive attitudes/ expectations (6) - Reinforcement (2) - Not yet (1) - Soul searching (1)	- Models/techniques (32) - Information/materials (13) - Reinforcement (7) - Planning process (4) - Audio-visuals (2) - Motivation for improvement (1)	- Information/ideas (60) discipline, 13 motivation, 12 student team learning, 12 STAD, 4 self-evaluation, 3 engagement, 2 - Sharing/discussion (2) - Renewal (2)	- Information/materials (25) research, 3 discipline, 2 coaching, 2 motivation, 1 student team learning, 1 - Sharing/discussion (23) - Reinforcement (4) - Presenters (1)

ESP Training Session Evaluations
Liberty Public Schools, 1984-85

Strengths and Weakness of the Workshop Sessions

8. What do you feel were the workshop's greatest weaknesses or limitations?

- Too much information/ too little time (15)
- Group size (11)
- More examples/clarification/modeling (10)
- Sessions too long/ Saturday sessions
- Overteaching, repitition (4)
- Poor transparencies (3)
- Not being paid (1)
- Other (4)

- Too much information/ too little time (8)
- Group size (7)
- Organization (6)
- Sessions too long (2)
- Clarity/directions (1)
- Poor visuals (1)
- Too long between sessions (1)
- Not applicable to special areas (1)
- Not being paid (1)

- Too much information/ too little time (7)
- Sessions too long (7)
- Group size (3)
- Saturday sessions (2)
- Poor visuals (1)
- Time for breaks (1)
- Lack of clarity/ directions (1)
- Markers (1)

- Too much information/ too little time (4)
- Saturday sessions (3)
- Sessions to long (3)
- Group size (3)
- Wasted time (2)
- Too long between sessions (2)
- Not applicable to special areas (2)
- Too little demonstration/explanation (2)
- No pay (1)
- Too much planning time (1)
- Not enough time for review (1)
- Planning before goals are evaluated (1)

Figure E

ESP Training Session Evaluations
Sioux Falls Public Schools, 1984-85

Strengths and Weakness of the Workshop Sessions

Question:	Session I:	Session II:	Session III:	Session IV:
6. If you checked fair or poor for any of the preceding areas, what could be done to improve these in another workshop?	- Too much information/ too little time (6) - More time for discussion (2)	- Time schedule (1)	- More time (1) - More participation (1)	- More time (1) - Better organization (1)
7. What were the workshop's strongest contributions to you, personally?	- Assessing time on task (5) - Research awareness (3) - Opportunities for discussion (1) - Techniques for beginning change (1) - Evaluation of own activities (1)	- Materials/information (7) - Discussion/feedback (2) - Administrator profiles (2) - Explanation of DYSC (1)	- Materials/information (5) discipline, 1 motivation, 1 student team learning, 1 - Personal style (2) - Review (2) - New ideas (4) - Interaction (1) - Morale boosting	- Materials/information (10) coaching, 3 teaching techniques, 1 communication, 1 - Working as a team (3) - Presenters (3) - Growth opportunities (2) - Encouragement to tailor program to needs (1) - Review (1) - Stress on relationship of activities to total concept (1)
8. What do you feel were the workshop's greatest weaknesses or limitations?	- Too much information/ too little time (5) - Not answering all questions (1) - Missing the school day (1)	- Too much information/ too little time (3) - More discussion needed (1) - Organization (1) - Repetition (1)	- Too much information/ too little time (4)	- Too much information/ too little time (5) - Needed district materials (1)

Figure F

ESP Training Session Evaluations
Winfield Public Schools, 1984-85

Strengths and Weakness of the Workshop Sessions

Question:	Session I:	Session II:	Session III:	Session IV:
6. If you checked fair or poor for any of the preceding areas, what could be done to improve these in another workshop?	- More opportunities for participation (3) - Less repetition (3) - Too much information/ too little time (3) - Need clarity of purpose (1)	- Too much lecture (6) - Too much information/ too little time (4) - Too long (2) - Too slow (1) - Overheads--difficult to read (1) - Getting group assignments done on time (1)	- Too much lecture (4) - More opportunities for participation (4) - Too much information/ too little time (2) - More direct questions (1) - Improve overheads (1) - Need microphone (1)	- More time needed (1) - More help planning (1) - More directions/ expectations (1) - More small-group activities (1) - Need microphone (1)
7. What were the workshop's strongest contributions to you, personally?	- Information, materials/ techniques (21) - Positive attitude toward school improvement (9) - Reinforcement (7) - Understanding program (7) - Self evaluation (6) - Presenters (4) - Lunch/goodies (2) - Time for organization (1) - Personal/professional growth (1) - Making most of time (1)	- Information/materials (28) classroom organization, management, 5 instruction, 5 models, 3 - Presenters (2) - Reinforcement (2) - Discussion (1) - Organization	- Information/materials (23) student team learning, 5 expectations, 2 effective teaching, 2 motivation, 2 discipline, 2 engagement rate, 1 team teaching, 1 beginning school year, 1 - Presenters (2) - Reinforcement (2) - Discussion of plan (1)	- Information/materials (18) - Group interaction/ teaming (8) - Reinforcement (1) - Awareness of need (1) - Presenters (1) - Feedback (1) - Planning (1) - Observations (1) - Individual styles (1) - Self concept as an educator (1)

ESP Training Session Evaluations
Winfield Public Schools, 1984-85

Strengths and Weakness of the Workshop Sessions

8. What do you feel were the workshop's greatest weaknesses or limitations?

- More group participation needed (9)
- More explanation needed (8)
- Time limitation (4)
- Repetition (2)
- Unsure about utilization (1)
- More participation needed (7)
- Too much information/ too little time (5)
- Clarity of purpose/ outcome needed (4)
- More specifics (3)
- Review of session I (3)
- Too long (2)
- More time for interaction/ planning (7)
- Poor audio visuals (7)
  filmstrips
  overheads
- Too much information/ too little time (4)
- Need clarity--goals/ expectations (2)
- Physical limitations (1)
- None (1)
- Too much information/ too little time (9)
- Need clarity--goals/ outcomes (4)
- More interaction needed (2)
- Too much time between sessions (2)
- More information on McREL (1)
- Too long (1)
- Too much emphasis on elementary (1)
- Same presenter (1)
- Missed 1st session (1)
- No notebook till session III (1)
- None (1)

APPENDIX G

OTHER COMMENTS ABOUT ESP TRAINING

Figure A

ESP Training Session Evaluations
Detroit Public Schools, 1984-85

Other Comments or Suggestions

Session I:

"Please give Lynn a chance to present without interruption."

"Have been to many similar types of programs - this is best organized
a) written materials
b) audio/visual
c) oral presentation

"Presenter prepared & knowledgable"

Session II:

"Well organized and informative."

"I'm sure it will all sink in soon at a later date."

Session III:

"Perhaps the total arrangement of workshops could be different(?) - You're experienced but - What about this: 1) as done 2) identification of needs via assessment instruments, DYSC, etc. 3) group planning of needs 4) then various folios & ideas according to identified needs."

"Should be a closer explanation and fit of McREL as it relates to the written School Improvement Plan."

"Thanks, Lynn and Barbara - Good Job!

Session IV:

"A job well done."

"Weekend retreat approach may solve time crunch - relaxed."

"An exceedingly useful workshop with great potential for school improvement in the 7 participating schools as well as for potential replication in other schools of our district."

"Handouts are fine - mentioning concepts are fine, but if they are to be remembered, used, etc., they need to be taught, not just mentioned. Perhaps a different match could be made, i.e., once a school knows its needs then relevant materials, info., etc. could be shared according to needs. Thanks for all your work/effort."

"For Noble School - Workshops best after schools weekdays. Get us more money for staff development."

Figure β

ESP Training Session Evaluations
Emporia Public Schools, 1984-85

Other Comments or Suggestions

Session I:

"I strongly believe in and support this process."

"Very interesting."

"Have handouts for every transparency."

"Obviously-coaching strategy is quite important"

"It was very well organized and representative did a great job."

"I feel overwhelmed and need time to think about all of this."

"Ms. Everson is an interesting speaker, she presented the program to hold attention of the group."

"Smoking only at break time."

"Prior knowledge was a plus for me-too many of my colleagues were not very aware of E School movement techniques. Techniques are applicable to almost any area but especially adaptable to mine."

"I don't feel holding the workshop at the country club is a good idea. Many people in the community feel that is a waste of taxpayer's money. This program is being lumped with the decision to hold the workshop at this location. I think this an unfortunate early assessment of ESP."

"Please ask people to not smoke inside the room."

"Limit smoking to breaks."

"How much time will the project require of my time? My time for classroom teaching is limited already."

"Getting into the Noteworthy ought to answer many of my questions. I still feel unsure about explaining this to others."

"You're a very good speaker and really know your materials."

Session II:

"I think there are some expectations that the team will come back informed and trained to make sweeping changes in a short period of time."

"I feel the workshop should be one week in succession."

"Confusion"

"Confused-not knowing where to go from here. We need a recipe!"

"I guess I expect something to happen quicker."

"I think that at least 2 board members should attend these sessions. I would like to hear the superintendent's views and changing district philosophy."

"Many thanks for the people not smoking in the meeting room. Much better this time."

Session III:

"This was the best session of the three we've had, I feel."

"Thank you!"

"Keep up dessert & afternoon snacks."

"Feel that much was presented. Still hard to absorb at once."

Session IV:

"It is too bad that the superintendent who pushed us into this program found that he was too busy to be present. The next person in charge came for lunch only. It is better to do as I do than as I say."

"Does it strike you as slightly ironic that every school represented here had its administrators <u>involved</u> as part of each team EXCEPT the University?"

"Susan & Lynn were extremely sensitive to the needs of our BLTs. The follow-up visits should also be productive."

"I've enjoyed these sessions but it's hard to get through all the reading & make good use of it."

"Present tape on peer conversations <u>before</u> observations start."

"Good materials have been presented. Their organization leaves a lot to be desired."

"Enjoyed & appreciated the opportunity to join with the school district in this educational endeavor."

"I would like to see the material organized in the notebook--an index or table of contents would be helpful."

Figure C

ESP Training Session Evaluations
Ft. Madison Public Schools, 1984-85

Other Comments or Suggestions

Session I:

"Can see possibilities - up to all of us to make it work"

"Presentation - good"

"I can better answer C later on into program"

"I'll know a lot more when I actually use this material."

"You really know your stuff!!"

"I wish we could have mentioned or partially covered classroom discipline."

"Excellent presentation"

"Great job, Susan!"

Session II:

"Thanks!"

"It was very helpful to hear the methods and models discussed. Team discussion times helped to give us a good start!"

"Good workshop. Valuable to me and the school district."

"Super day! Thanks"

Session III:

"Wish we could have spent the whole day on discipline. I would like to know more about the assertive discipline method."

"I feel these workshops are valuable."

"Help in expanding to the rest of the faculty may be necessary."

"Another very informative and stimulating session"

"An excellent job of presenting the material"

Session IV:

"I enjoyed this workshop and learned from it."

"This whole idea needs to not be dropped."

"Excellent! Happy Spring!

"Excellent presentation by a lady who was always prepared & organized."

"Hope we continue to use."

"Super, Susan!"

"Amount of information was too much for amount of time available"

"Collate paper beforehand!"

"Please collate papers in booklet at/or before first workshop."

Figure D

ESP Training Session Evaluations
Liberty Public Schools, 1984-85

Other Comments or Suggestions

Session I:

"I think the info. should be cut down, presented in a variety of ways (videotapes, speakers in person), and more than 1 speaker should be used."

"My building will not be participating at this time.""

"A need to know that other schools go through some of the same difficulties"

"If we hadn't been exposed to much of this before, the materials would have been overwhelming. I don't feel this way, but I can understand how some people would."

"Could some of the handouts be given out in advance so we would know what we were talking about before we zoomed through it."

"Some things we hear repeatedly thru the year"

"Doing these workshops would have helped to build a better attitude"

"Good job!"

"Workshop will probably become more valuable as we apply it to our own class"

"When will we ever have time to do all of this--we do not even have time to "disengage" our bladder during the teaching day."

"Susan, you did a superb job in your presentation as always knowledgable and enthusiastic---thank you!"

"Longer breaks (15 min.) too much sitting at a time"

"This would be more effective if it were on district time instead of my time!"

"Good to see the workshop-we already are implementing your suggestions. It is very useful."

"I know you were rushed; however, you need to cover questions so that understanding and clarification are possible."

"Right now, I am worn out. Will this make things easier or harder?"

"Need help in organization in time schedule and involvement of pupils when 'seat work' seems to be necessary or alternative activity instead of seat work. Liked idea of coaching need enthusiasm. Entirely different from what I anticipated"

"Excellent presentation"

Session II:

"I was enthusiastic about Session I and disappointed today."

"This would be good to do a review session of right before the beginning of a new school year."

"Fast paced, condensed, fairly easy to follow"

"Most of this I learned in college."

"In the future, I suggest eliminating December sessions--December Saturdays are too few and too precious."

Session III:

"Why do we have to keep filling out these evaluations?"

"New materials presented this time"

"I don't like filling these out."

"These ideas sound "Pie in the Sky" when you realize our time structure and stress on our district."

"I don't like the evaluation at the end of each session."

"Very interesting"

"Felt more comfortable and not as threatened or offended as before - like game idea"

Session IV:

"I enjoyed the input."

"Need another category between 'extremely' and 'somewhat'

"Glad to be a part--the 2nd time!"

"Why keep the answers a secret on the post-test...could be used for review"

"Please use the post-test to review the main topics discussed. The answers are still a secret."

"Why keep the answers to the pre- post-test a secret? I think doing the post-test as a group to review the most important aspects of McREL would be much more beneficial."

"Not being a classroom teacher, the material for me was too general information...very interesting."

Figure E

ESP Training Session Evaluations
Sioux Falls Public Schools, 1984-85

Other Comments or Suggestions

Session I:

"There was more active involvement after lunch."

"Despite limitations, I'm particularly pleased that there is a method leading to total staff involvement rather than individual improvement goals and common ground for communicating hopes."

Session II:

"It is really difficult to sit for this length of time and to digest all the information. Two half-day sessions would be more helpful to me."

"Perhaps having materials in advance would be helpful--at least for highly motivated people."

Session III:

"This workshop was much better than Session II--better organized-more opportunity to break and discuss how the material applies to our situation."

Session IV:

"I hope more schools will get involved in this worthwhile experience."

"Looking forward to seeing you in '85-'86."

"We have been presented with so much information that it is almost overwhelming. Maybe going through more of the information would have been helpful."

"Appreciated the expertise of Sue & Lynn. Positive presentations, opportunities to choose ideas--not one rigid viewpoint. Feel we are not abandoned at the end of the workshop--support is there if needed."

"I always enjoy these workshops and come away so inspired and challenged. Thanks!"

Figure F

ESP Training Session Evaluation
Winfield Public Schools, 1984-85

Other Comments or Suggestions

Session I:

"Excellent - this will be an outstanding opportunity to work together for a change, instead of struggling along wondering."

"I enjoyed the day. Very useful information to me. I have a very positive attitude toward the final outcome."

"I am looking forward to the next session."

"I am most anxious to see the analysis form McREL develops on our time utilization. Wish I had had this info when I will still in Reg. class room."

"It's still early to integrate all that was presented today. In some ways I feel overwhelmed with what is expected of me!"

"Our teachers want to know how and why we were chosen for this."

"Good presentation - I liked your style and enthusiasm. I am excited about the program."

"More time spent on how to implement program and less time on how program came about."

"This early in the year, all new projects are rather overwhelming."

"Well organized"

"Good explanations"

"Presented some good information"

Session II:

"We need more time here and at school to carry all this out."

"Overall, information will be beneficial"

"Need more specific information related to fields other than math and grammar"

"I found this session less enticing than the 1st session, but I'm sure it will pick up."

Session III:

"Overall progress toward improving instruction in district is promising"

"I am looking forward to using many of the methods."

"Today things are beginning to fit into place and make more sense. The slower pace and concentration on specific areas are helpful."

"I think we H. school staffers have finally focused in on how to use this information we have been getting.

Session IV:

"Good presenter!"

"I always enjoy learning more about my occupation and education in general. I feel it will make me a better person and my schools a better place to learn."

"I feel this is a good program. I hope we can do justice to it in our school and help make our school more effective and students more successful."

"I hope I can convey the enthusiasm and knowledge of becoming more effective teachers to our building as your representative, Susan, did for me."

"Questionnaire on this last day came when I was exceptionally tired and I could not think of answers which I knew previously."

"Hope we can get the faculty excited about program."

"School could allow time the next day for a follow-up and a chance to absorb what was covered the day before."

"Thanks for coming!."